New York University Bulletin
Master of Arts
2012–2013

NYU Gallatin
School of Individualized Study

1 Washington Place, 8th Floor
New York, NY 10003–6806

For Bulletin updates and more information throughout the academic year, visit the NYU Gallatin Web site at www.gallatin.nyu.edu.

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

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

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>4</td>
</tr>
<tr>
<td>New York University</td>
<td>7</td>
</tr>
<tr>
<td>The Schools, Colleges, Institutes and Programs of the University</td>
<td>8</td>
</tr>
<tr>
<td>New York University and New York</td>
<td>8</td>
</tr>
<tr>
<td>Senior University Administration</td>
<td>12</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>13</td>
</tr>
<tr>
<td>The Gallatin School of Individualized Study</td>
<td>17</td>
</tr>
<tr>
<td>An Individualized Education: An Overview</td>
<td>18</td>
</tr>
<tr>
<td>Opportunities for Study</td>
<td>19</td>
</tr>
<tr>
<td>Co-Curricular Opportunities</td>
<td>21</td>
</tr>
<tr>
<td>Faculty</td>
<td>23</td>
</tr>
<tr>
<td>Graduate Program: An Introduction</td>
<td>57</td>
</tr>
<tr>
<td>Master of Arts Degree Requirements</td>
<td>59</td>
</tr>
<tr>
<td>The Curriculum</td>
<td>63</td>
</tr>
<tr>
<td>Advising</td>
<td>73</td>
</tr>
<tr>
<td>The Master's Thesis</td>
<td>75</td>
</tr>
<tr>
<td>Course Offerings</td>
<td>81</td>
</tr>
<tr>
<td>Registration, Matriculation and Attendance</td>
<td>87</td>
</tr>
<tr>
<td>Academic Standards and Graduation</td>
<td>97</td>
</tr>
<tr>
<td>Admission</td>
<td>103</td>
</tr>
<tr>
<td>Tuition, Fees and Expenses</td>
<td>109</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>115</td>
</tr>
<tr>
<td>Gallatin Student Life and Resources</td>
<td>121</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>124</td>
</tr>
<tr>
<td>Student Activities and University Resources</td>
<td>127</td>
</tr>
<tr>
<td>Travel Directions to the Washington Square Campus</td>
<td>135</td>
</tr>
<tr>
<td>Washington Square Campus Map</td>
<td>136</td>
</tr>
<tr>
<td>Appendix</td>
<td>139</td>
</tr>
</tbody>
</table>
## Calendar
### Academic Year and Summer 2012-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Freshman Orientation Begins</td>
<td>Sunday, August 26</td>
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<td></td>
<td>Labor Day Holiday</td>
<td>Monday, September 3</td>
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<td></td>
<td>Fall Classes Begin</td>
<td>Tuesday, September 4</td>
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<td></td>
<td>Fall Break Begins</td>
<td>Monday, October 15</td>
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<td></td>
<td>Fall Break Ends</td>
<td>Tuesday, October 16</td>
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<td></td>
<td>Midterm Grades Deadline</td>
<td>Friday, October 19</td>
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<td></td>
<td>Registration for the Spring 2013 Semester begins</td>
<td>Monday, November 12</td>
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<td></td>
<td>Registration for the Spring 2013 semester begins for all schools (with the exception of the professional schools and the Stern School of Business/Graduate Division).</td>
<td>Monday, November 12</td>
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<tr>
<td></td>
<td>Thanksgiving Recess</td>
<td>Thursday, November 22–Sunday, November 25</td>
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<td></td>
<td>Legislative Day</td>
<td>Wednesday, December 12</td>
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<td></td>
<td>Last Day of Classes</td>
<td>Friday, December 14</td>
</tr>
<tr>
<td></td>
<td>Reading Day</td>
<td>Saturday, December 15–Sunday, December 16</td>
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<td></td>
<td><strong>Fall Semester Exams</strong></td>
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<td></td>
<td>College of Arts &amp; Science</td>
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<td>Graduate School of Arts &amp; Science</td>
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<td>Steinhardt School of Culture, Education, and Human Development</td>
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<td></td>
<td>Leonard N. Stern School of Business Undergraduate College</td>
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<td>Robert F. Wagner Graduate School of Public Service</td>
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<td>Silver School of Social Work</td>
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<td>School of Continuing &amp; Prof. Studies Credit Programs</td>
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<td>Tisch School of the Arts</td>
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<td></td>
<td>Gallatin School of Individualized Study</td>
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<td></td>
<td>Liberal Studies</td>
<td>Monday, December 17–Friday December 21</td>
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<td></td>
<td>Final Grades Deadline</td>
<td>Grades are due 72 hours after the scheduled final exam date.</td>
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<tr>
<td></td>
<td>Winter Recess</td>
<td>Saturday, December 22–Saturday, January 26</td>
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<tr>
<td>2013</td>
<td>Winter Session Classes Begin</td>
<td>Monday, January 7</td>
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<td></td>
<td>Holiday: Martin Luther King Day</td>
<td>Monday, January 21</td>
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<td></td>
<td>Last Day of Winter Session Classes</td>
<td>Friday, January 25</td>
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<td></td>
<td>Spring Classes Begin</td>
<td>Monday, January 28</td>
</tr>
<tr>
<td></td>
<td>Holiday: Presidents’ Day</td>
<td>Monday, February 18</td>
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<tr>
<td>Event</td>
<td>Dates</td>
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<tr>
<td>Spring Recess</td>
<td>Monday, March 18–Friday, March 22</td>
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<tr>
<td>Last Day of Classes</td>
<td>Monday, May 13</td>
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<tr>
<td>Reading Day</td>
<td>Tuesday, May 14</td>
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<td><strong>Spring Semester Exams</strong></td>
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<td>and Human Development</td>
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<td>Leonard N. Stern School of Business</td>
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<td>Robert F. Wagner Graduate School of Public</td>
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<td>Credit Programs</td>
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<td>Tisch School of the Arts</td>
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<td>Gallatin School of Individualized Study</td>
<td>Wednesday, May 15–Tuesday, May 21</td>
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<tr>
<td>Liberal Studies</td>
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<tr>
<td>Commencement</td>
<td>Thursday, May 23</td>
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<tr>
<td>Final Grades Deadline</td>
<td>Grades are due 72 hours after the scheduled</td>
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<td>final exam date.</td>
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<tr>
<td><strong>Twelve Week Summer Session (2 Six-Week Sessions)</strong></td>
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<td>College of Arts &amp; Science</td>
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<td>School of Continuing &amp; Prof. Studies</td>
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<td>Credit Programs</td>
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<tr>
<td>Tisch School of the Arts</td>
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<tr>
<td>Gallatin School of Individualized Study</td>
<td>Tuesday, May 28–Saturday, July 6</td>
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<td></td>
<td>Monday, July 8–Saturday, August 17</td>
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<tr>
<td><strong>Twelve Week Summer Session (4 Three-Week Sessions)</strong></td>
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<tr>
<td>Steinhardt School of Culture, Education,</td>
<td>Tuesday, May 28–Saturday, June 15</td>
<td></td>
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<tr>
<td>and Human Development</td>
<td>Monday, June 17–Saturday, July 6</td>
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<td></td>
<td>Monday, July 8–Saturday, July 27</td>
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<td></td>
<td>Monday, July 29–Saturday, August 17</td>
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<tr>
<td>Holiday: Memorial Day</td>
<td>Monday, May 27</td>
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<tr>
<td>Holiday: Independence Day</td>
<td>Thursday, July 4</td>
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<tr>
<td>Final Grades Deadline</td>
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<td></td>
<td>final exam date.</td>
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The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

The first president of New York University’s governing council was Albert Gallatin, former adviser to Thomas Jefferson and secretary of the treasury in Jefferson’s cabinet. Gallatin and his cofounders said that the new university was to be a “national university” that would provide a “rational and practical education for all.”

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60. Students come to the University from all 50 states and from over 130 foreign countries.

The University includes 18 schools, colleges, institutes, and programs at major centers in Manhattan, Brooklyn, and Abu Dhabi (UAE). In 2013, NYU in New York and NYU Abu Dhabi will be joined by a third campus in Shanghai, China. In addition, the University operates a branch campus program in Rockland County at St. Thomas Aquinas College. Certain of the University’s research facilities, notably the Nelson Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, New York. Although overall the University is large, the divisions are small- to moderate-sized units—each with its own traditions, programs, and faculty.

Enrollment in the undergraduate divisions of the University ranges between 130 and 7,672. While some introductory classes in some programs have large numbers of students, many classes are small. Nearly 4,600 undergraduate courses are offered.

The University overall grants more than 25 degrees.
### The Schools, Colleges, Institutes and Programs of the University

(1832) College of Arts and Science
- [cas.nyu.edu](cas.nyu.edu)

(1835) School of Law
- [www.law.nyu.edu](www.law.nyu.edu)

(1841) School of Medicine
- [school.med.nyu.edu](school.med.nyu.edu)

(1865) College of Dentistry
- [www.nyu.edu/dental](www.nyu.edu/dental)
  (including the College of Nursing [1947], [www.nyu.edu/nursing](www.nyu.edu/nursing))

(1886) Graduate School of Arts and Science
- [www.gsas.nyu.edu](www.gsas.nyu.edu)

(1890) Steinhardt School of Culture, Education, and Human Development
- [steinhardt.nyu.edu](steinhardt.nyu.edu)

(1900) Leonard N. Stern School of Business
- [www.stern.nyu.edu](www.stern.nyu.edu)

(1922) Institute of Fine Arts
- [www.nyu.edu/gas/dept/fineart](www.nyu.edu/gas/dept/fineart)

(1934) School of Continuing and Professional Studies
- [www.scps.nyu.edu](www.scps.nyu.edu)

(1934) Courant Institute of Mathematical Sciences
- [cims.nyu.edu](cims.nyu.edu)

(1938) Robert F. Wagner Graduate School of Public Service
- [wagner.nyu.edu](wagner.nyu.edu)

(1960) Silver School of Social Work
- [www.nyu.edu/socialwork](www.nyu.edu/socialwork)

(1965) Tisch School of the Arts
- [www.tisch.nyu.edu](www.tisch.nyu.edu)

(1972) Gallatin School of Individualized Study
- [www.nyu.edu/gallatin](www.nyu.edu/gallatin)

(1972) Liberal Studies
- [www.liberalsciences.nyu.edu](www.liberalsciences.nyu.edu)

- [www.nyu.edu/isaw](www.nyu.edu/isaw)

- [nyuad.nyu.edu](nyuad.nyu.edu)

(1854) Polytechnic Institute of New York University (affiliated 2008)
- [www.poly.edu](www.poly.edu)

### NEW YORK UNIVERSITY LIBRARIES

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a six-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With 4.1 million print volumes, 112,000 BobCat serial subscriptions, 120,000 electronic journals in BobCat, 850,000 e-books in BobCat, 171,000 audio and video recordings, and 30,000 linear feet of special collections archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture. The library’s Web site, [library.nyu.edu](library.nyu.edu), received 3 million visits in 2008-2009.

Bobst Library offers approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year the center filled
more than 78,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events. The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, the country’s largest trove of cookbooks, food writing, pamphlets, paper, and archives, dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society.

Tamiment’s Robert F Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

The Barbara Goldsmith Preservation and Conservation Department in Bobst Library comprises laboratories for book, film, and audio/video conservation. Its preservation projects often provide training for students in many aspects of book, paper, and media preservation. In a groundbreaking initiative funded by the Andrew W. Mellon Foundation, the Division of Libraries in 2008 completed development of rationales and strategies for all aspects of moving image and audio preservation, consulting with a variety of other institutions to identify and test best practices and disseminating them throughout the archival community.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Real Estate Library at SCPS Midtown, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Library of the Institute for the Study of the Ancient World (ISAW) is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. Complementing the collections of the Division of Libraries are those of the libraries of NYU’s School of Medicine, Dental Center, and School of Law. The New York University Abu Dhabi library provides access to all the resources in BobCat and is developing its own collection of books and other print materials in support of the school’s developing curricula.
The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library’s professional staff includes more than 33 subject specialists who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, electronic information, and digital libraries.

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

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

THE LARGER CAMPUS

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

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

Students also, either through course work or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

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

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

University apartment buildings provide housing for more than 2,100 members of the faculty and administration, and University student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

A PRIVATE UNIVERSITY

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

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Mary Signor, Executive Director, Office of Equal Opportunity, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, 12th Floor, New York, NY 10012-1091; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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

John Sexton, B.A., M.A., Ph.D., J.D., President

David W. McLaughlin, B.S., M.S., Ph.D., Provost

Michael C. Alfano, D.M.D., Ph.D., Executive Vice President

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Diane C. Yu, B.A., J.D., Chief of Staff and Deputy to the President

Bonnie S. Brier, B.A., J.D., Senior Vice President, General Counsel, and Secretary of the University

Lynne P. Brown, B.A., M.A., Ph.D., Senior Vice President for University Relations and Public Affairs

Catherine Casey, B.S., Senior Vice President for Human Resources and Global Support

Martin S. Dorph, B.S., M.B.A., J.D., Executive Vice President, Finance and Information Technology

Norman Dorsen, B.A., LL.B., Counselor to the President

Katherine Fleming, B.A., M.A., Ph.D., Senior Vice Provost and Vice Chancellor, Europe

Paul M. Horn, B.S., Ph.D., Senior Vice Provost for Research

Debra A. LaMorte, B.A., J.D., Senior Vice President for Development and Alumni Relations

Alison Leary, B.S., Executive Vice President for Operations

Linda G. Mills, B.A., J.D., M.S.W., Ph.D., Vice Chancellor for Global Programs, NYU; Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi

Ron Robin, B.A., M.A., Ph.D., Senior Vice Provost for Planning; Senior Vice Provost, NYU Abu Dhabi

Matthew S. Santirocco, B.A., B.A. [Cantab.]; M.Phil., M.A. [Cantab.], Ph.D.; hon.: M.A., Senior Vice Provost for Undergraduate Academic Affairs

K. R. Sreenivasan, B.E., M.E., M.A., Ph.D.; hon.: D.Sc., Senior Vice Provost for Science/Technology for the Global Network University; Provost, Polytechnic Institute of NYU

DEANS AND DIRECTORS

Roger Bagnall, B.A., M.A., Ph.D., Director, Institute for the Study of the Ancient World

Gérard Ben Arous, B.S., M.Sc., Ph.D., Director, Courant Institute of Mathematical Sciences; Vice Provost for Science and Engineering Development

Lauren Benton, B.A., Ph.D., Dean for Humanities, Faculty of Arts and Science (through August 31, 2012); Dean, Graduate School of Arts and Science (as of September 1, 2012)

Charles N. Bertolami, D.D.S., D.Med.Sc., Herman Robert Fox Dean, College of Dentistry

Alfred H. Bloom, B.A., Ph.D.; hon.: L.L.D., Vice Chancellor, NYU Abu Dhabi

Mary M. Brabeck, B.A., M.S., Ph.D., Dean, Steinhardt School of Culture, Education, and Human Development

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Graduate students at the Gallatin School of Individualized Study work closely with faculty advisers to forge their intellectual interests into a rigorous liberal arts education. Students develop their own programs of study by combining Gallatin’s core curriculum of small, stimulating interdisciplinary seminars and workshops with courses in other NYU schools. Additionally, students are given the opportunity to pursue independent studies (one-on-one projects with faculty), tutorials (small group projects), private lessons and internships.

Conveniently situated within the heart of New York City, Gallatin provides a variety of ways in which students can use the city as an extended classroom as they develop their capacities for critical thinking, effective communication and creative work. Students experience a flexible but rigorous education as they pursue advanced study in interdisciplinary modes of thought.

With just over 1,400 undergraduate students and approximately 200 graduate students, Gallatin enjoys the benefits of being a relatively small school housed within a major research university. Gallatin’s faculty is renowned for their excellence in teaching, research and advising, and students additionally have access to a number of outstanding faculty in other NYU schools.

A HISTORY

The School is named after one of the founders of NYU, Albert Gallatin, who served as secretary of the treasury under Presidents Thomas Jefferson and James Madison. Gallatin held the iconoclastic view that a university should not be an elitist institution to train ministers and the sons of the aristocracy, as was the common purpose of colleges of the day. He believed New York City needed a college that would serve a varied urban population, children of immigrants and artisans. It was to be a school that would “elevate the standard of learning and . . . render knowledge more accessible to the community at large.” In 1831, Gallatin’s dream was realized, and New York University was founded.

Just as in the 19th century, the late 20th century called for new innovations in higher education. Many people felt that traditional undergraduate programs were creating students who were passive consumers of knowledge. In 1972, NYU responded by founding an experimental program called the University Without Walls (UWW). The UWW experiment—renamed the Gallatin Division in 1976—encouraged students to create their own individualized studies, work closely with faculty, initiate unique projects and experiment with different areas of knowledge across the disciplines and professions.
An Individualized Education: An Overview

The cornerstone of the Gallatin School is its individualized approach to education. Gallatin graduate students enjoy an unusual degree of freedom to design their own individualized programs of study, with relatively few requirements and a wide range of opportunities. They pursue their academic and artistic interests by taking courses in the various schools of New York University, engaging in self-directed education through independent studies and tutorials and participating in experiential learning through internships at New York City’s countless institutions, businesses and arts organizations.

This freedom to make of one’s education what one will, rather than being handed a prepackaged program filled with requirements and outdated assumptions about what one should do, presents students with a great challenge as well as a great opportunity. Meeting this challenge makes higher education a relevant and meaningful experience. It also prepares students well for a life in which they may have more than one career and may even live on more than one continent.

CREATING AN INDIVIDUALIZED PROGRAM

The process of creating an individualized program begins with the student and the adviser discussing the student’s interests, goals and past experiences. Before registering for courses each semester, students articulate their educational goals and their strategies for achieving those goals in a Plan of Study, a document that identifies both the learning options they have chosen (courses, independent studies, etc.) and the rationale for their choices. Discussions with the adviser also help students to integrate the many educational opportunities available to them and to make sense of the shape and direction of their own individualized program.

INTERDISCIPLINARY STUDY

While specialization is a common characteristic of the contemporary world and the modern university, the division of knowledge into academic departments often fragments the learning experience. Little or no attention is given to how what one is studying in an English course relates to one’s studies in a science or a history course. Gallatin’s interdisciplinary approach encourages graduate students to attend to the connections between the var-
ious areas of academic study and to experience the pursuit of knowledge as a complex dialogue among scholars, artists and professionals in all fields.

**ADVISING**

The key to Gallatin’s approach to individualized education is a multi-tiered method of advising. Each Gallatin student is assigned to work with a faculty adviser, and graduate students have access to the administrative director and the faculty co-directors of the program, who serve as general program advisers.

The faculty adviser ensures that every student’s program has depth, breadth and coherence and is consistent with the student’s career and educational goals. This adviser also supervises and evaluates independent study and internship projects and advises graduate students on their thesis. With access to a large, urban university such as NYU—in which students may feel overwhelmed—the faculty adviser becomes the student’s guide and, very importantly, intellectual mentor.

**Opportunities for Study**

Gallatin graduate students have many opportunities for individualizing their program of study—course work in Gallatin and throughout NYU, independent study, small group tutorials, internships, private lessons and study abroad. Developing an intelligent, coherent program requires considerable effort, however, and each student works closely with his or her faculty adviser to develop a thoughtful curriculum.

**COURSE WORK**

**Gallatin Courses**

The Gallatin School offers courses designed for graduate students engaged in interdisciplinary programs. These courses are relatively small (15–20 students) and emphasize class discussion and thoughtful writing assignments. The graduate core curriculum includes proseminars that introduce students to interdisciplinary methods of inquiry and important themes in the history of ideas, plus several courses devoted to assisting students in researching and writing their thesis.

**NYU Courses**

Gallatin graduate students may take courses in most of the schools, departments and programs of NYU: the Graduate School of Arts and Science; the Steinhardt School of Culture, Education, and Human Development; the Stern School of Business; the Tisch School of the Arts; the School of Continuing and Professional Studies; the Silver School of Social Work; and the Wagner Graduate School of Public Service. Each semester there are several hundred courses to choose from, many taught by some of the country’s leading research
# Gallatin Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Position</th>
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</thead>
<tbody>
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**New York University Bulletin 2012-2013**

20
GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

scholars and teachers. While Gallatin students must comply with each school’s policies about prerequisites and requirements, including restrictions in particular programs, the opportunity to take courses throughout the University enables them to develop a unique, interdisciplinary program of study.

BEYOND THE CLASSROOM

Independent Study and Tutorials
Gallatin students are encouraged to design their own independent studies in which they work individually with an NYU professor on a research project. Ideas for independent studies typically follow from questions raised in a particular course.

Tutorials are small groups of students working closely with an instructor on a common topic, project or skill. Students in the group generally follow a prearranged syllabus detailing discussion topics, readings, assignments and written work.

Internships
Experiential learning is a key part of the Gallatin curriculum, and Gallatin provides an extensive list of available placements in a wide variety of areas such as business, education, journalism, film and the arts. Students may also develop their own internships, subject to the approval of their advisers and the director of external programs.

Private Lessons
Private lessons allow students to receive academic credit for their studies at selected performing or visual arts studios in the New York area. Dancers, artists, singers, musicians and actors are thus able to study outside of NYU with some of the city’s great artists, performers and teachers.

Course Equivalency Credit
Through course equivalency, students are given the opportunity to earn credit for previous learning experiences, such as professional, creative, volunteer or other work experience. To apply for these credits, students must demonstrate that they have mastered material equivalent to that covered in actual courses offered at New York University.

WRITING PROGRAM
Gallatin’s Writing Program expands opportunities for studying writing, engages students in a variety of experiential and individualized modes of learning, and focuses writing across, as well as at the center of, Gallatin’s curriculum. The Writing Program sponsors conferences and readings by faculty, students and guests and a Writing Center that employs students, and publishes an annual journal of student writing and visual art, the Gallatin Review. The Writing Program also sponsors civic engagement projects through which students work
with adults and adolescents at literacy sites and public high schools, and publishes the *Literacy Review*, an annual journal of the best writing by adults from about 50 countries. For further information, downloadable texts, podcasts and videos, visit the Writing Program homepage on the Gallatin Web site.

In spring 2012, the Writing Program launched Confluence—a new digital platform for student writing, research and art at Gallatin. The work published in Confluence is adapted and reimagined from a variety of sources, including: works printed in the undergraduate print journals (the *Gallatin Review*, the *Gallatin Research Journal*, the *Journal of Global Affairs*), art exhibited in the Gallatin Galleries, performances mounted during the Gallatin Arts Festival and Master’s Thesis Showcase, teacher-nominated work, independent projects commissioned by the student editors, and more. Material on the site can be browsed by “section”—the genre of the work; fiction, poetry, video, art portfolios, research, etc.—or by “context”—how the work was generated; through a course, a publication, an arts event, or an independent project. Gallatin graduate students are welcome to contribute work to Confluence and apply for the editorial board.

**Gallatin Arts Festival**

The Gallatin Arts Festival is a week-long, community-wide celebration of the unique artistry and interdisciplinary scholarship of students at the Gallatin School. The festival features student work and serves as a springboard for action and discussion through the creation and presentation of work and ideas. Students are invited to present a wide range of media, including performance, dance, film, installation, painting, photo, video, sculpture, intervention and other forms of activism. Gallatin graduate students are encouraged to submit work to the festival.

**Master’s Thesis Showcase**

The Gallatin Master’s Thesis Showcase features presentations and performances by graduate students completing artistic theses. Students who are interested in performing in the showcase work with the Artistic Director in advance of the event. The 2012 showcase included performance art, documentary film, and dance.

**Gallatin Graduate Student Research Conference**

The Gallatin Graduate Student Research Conference is a forum for advanced M.A. students to present their work to the Gallatin community. This conference is designed primarily for students in the final stages of completing research or project theses, but students at all stages of the program are welcome to submit proposals to present. Presenters discuss the findings of their research and reflect on their scholarly methods. Students in the program may also participate in organizing the conference.
Faculty

Peder Anker
Associate Professor

Peder Anker’s teaching and research interests lie in the history of science, ecology, environmentalism and design, as well as environmental philosophy. He has received research fellowships from the Fulbright Program, the Dibner Institute and the Max Planck Institute for the History of Science, and been a visiting scholar at Columbia University and University of Oslo. He is the author of From Bauhaus to Ecohouse: A History of Ecological Design (Louisiana State University Press, 2010), which explores the intersection of architecture and ecological science, and Imperial Ecology: Environmental Order of the British Empire, 1895-1945 (Harvard University Press, 2001), which investigates how the promising new science of ecology flourished in the British Empire. Professor Anker’s current book project explores the history of ecological debates in his country of birth, Norway. Links to his articles and up-to-date information about his work are available at www.pederanker.com.

Sinan Antoon
Associate Professor

about the lives of Iraqis in a post-Saddam-occupied Iraq. In 2009, he was a postdoctoral fellow at the EUME Program at the Wissenschaftskolleg zu Berlin. He is a member of the Editorial Review Board of the *Arab Studies Journal* and co-founder and co-editor of the cultural page of *Jadaliyya*. In spring 2013 he will be a fellow of the American Academy in Berlin.

**Gene Cittadino**  
*Clinical Assistant Professor*  

Gene Cittadino’s main teaching and research interests lie in understanding and interpreting the historical and present role of scientific knowledge in our culture. He was trained broadly in the history of science, philosophy, history and the natural sciences, especially ecology and evolutionary biology. His courses explore the intellectual, social and cultural contexts of the generation and uses of scientific knowledge. Before coming to NYU, he taught or held research positions at Harvard University, Brandeis University, the University of California at Berkeley, the University of Wisconsin, MIT and SUNY Potsdam. He is the author of *Nature as the Laboratory*, a study of the influence of Darwinism and colonialism on early ecological research in Germany, and he is currently completing a book on the history of ecology. Professor Cittadino has received fellowships and grants from the National Endowment for the Humanities, the American Council of Learned Societies, MIT and the National Science Foundation. His current research project involves a study of resource policy, Native American rights and the use of environmental scientists as experts in an early 20th-century legal dispute over valuable oil land. Over the past several years, he has been involved in workshops, symposia and conferences aimed at understanding the interaction of science and cultural values in the shaping of environmental policy.

**Nina Cornyetz**  
*Associate Professor*  
*B.A. 1980, CUNY (Graduate Center); M.A. 1987, Ph.D. 1991, Columbia*

Nina Cornyetz’s teaching and research interests include critical, literary and filmic theory; intellectual history; studies of gender and sexuality; and cultural studies, with a specialization in Japan. She has been the recipient of research fellowships from the Center for the Critical Analysis of Contemporary Culture, Rutgers University (1997-1998); the Japan Foundation (1995-1996); and the NOW Foundation, Tokyo, Japan (1990). Among her publications are *The Ethics of Aesthetics in Japanese Cinema and Literature: Polygraphic Desire* (Routledge, 2007); *Dangerous Women, Deadly Words: Phallic Fantasy and Modernity in Three Japanese Writers* (Stanford University Press, 1999); “Fetishized Blackness: Hip Hop and Racial Desire in Contemporary Japan” in *Social Text*; and “Gazing Disinterestedly: Politicized Poetics in Double Suicide” in *Differences*. Her Gallatin courses include a study of ancient and premod-
ern Japanese poetics and other art forms in “Behind the Mask I: Exteriority,” a close reading of several of Sigmund Freud’s case studies in “On Freud’s Couch,” and a study of ethics and cinematography in Hong Kong gangster films and their Japanese and American counterparts in “Beyond Good and Evil: Gangsters, Violence, and the Urban Landscape.”

Marie Cruz Soto  
Clinical Assistant Professor  

Marie Cruz Soto is interested in the history, cultures and interactions of the Americas. Her work focuses on identity negotiations, postcolonial and feminist theory, spatial and historical narrations, nationalism, empire studies, coloniality in the Americas, community formations and transnational networks. At Gallatin, she has taught courses like “Feminism, Empire and Postcoloniality,” “Narrating Memory, History and Place,” “Boundaries and Transgressions” and “The U.S. Empire and the Americas.” Currently, she is working on a book titled *Inhabiting Isla Nena, 1514–2003: Imperial Formations, Historical Narrations and Vieques, Puerto Rico*, which delves into the five-century struggle of peoples to inhabit the Caribbean island of Vieques and of empires to control it.

Kimberly McClain DaCosta  
Associate Professor  

Kimberly McClain DaCosta, a sociologist, is especially interested in the contemporary production of racial boundaries. Her book, *Making Multiracials: State, Family, and Market in the Redrawing of the Color Line* (Stanford University Press, 2007), explores the cultural and social underpinnings of the movement to create multiracial collective identity in the United States. She is working on a study of the advertising industry and the structural, economic and cultural dimensions of ethnic marketing. Before coming to NYU, Professor DaCosta taught in African American Studies and Social Studies at Harvard University. Professor DaCosta’s work has been supported by the National Science Foundation, the Robert Wood Johnson Foundation, the Advertising Educational Foundation and the Radcliffe Institute for Advanced Study. She teaches courses on race in different societies, families, and consumerism in international perspective. Professor DaCosta is an Associate Faculty member in the NYU Department of Sociology and also serves as Associate Dean of Students at the Gallatin School.
Michael D. Dinwiddie
Associate Professor

Michael D. Dinwiddie’s teaching interests include cultural studies, African American theater history, dramatic writing, filmmaking and ragtime music. A dramatist whose works have been produced in New York, regional and educational theater, he has been playwright-in-residence at Michigan State University and St. Louis University and taught writing courses at the College of New Rochelle, Florida A&M University, SUNY Stony Brook, California State University at San Bernardino and Universidad de Palermo in Buenos Aires, Argentina. He spent a year at Touchstone Pictures as a Walt Disney Fellow and worked as a staff writer on ABC-TV’s Hangin’ with Mr. Cooper. In 1994 he was a Sundance finalist, and in 1995, he was awarded a National Endowment for the Arts Fellowship in Playwriting. A Gallatin graduate, Professor Dinwiddie earned his M.F.A. in dramatic writing from the Tisch School of the Arts at NYU. His course offerings include “Migration and American Culture;” “Dramatizing History I and II;” “Poets in Protest: Footsteps to Hip-Hop;” “James Reese Europe and American Music;” “Sissle, Blake and the Minstrel Tradition;” “Guerrilla Screenwriting: Motown Matrix: Race, Gender and Class Identity in ‘The Sound of Young America;’” and the study-abroad course “Buenos Aires: In and Of the City.” Professor Dinwiddie received NYU’s Distinguished Teaching Award in 2005.

Stephen Duncombe
Associate Professor
B.A. 1988, SUNY (Purchase); M.Phil. 1993, Ph.D. 1996, CUNY (Graduate Center)

Stephen Duncombe’s interests lie in media and cultural studies. He teaches and writes on the history of mass and alternative media and the intersection of culture and politics. He is the author of Dream: Re-Imagining Progressive Politics in an Age of Fantasy and Notes From Underground: Zines and the Politics of Underground Culture, co-author of The Bobbed Haired Bandit: Crime and Celebrity in 1920s New York, editor of the Cultural Resistance Reader, co-editor of White Riot: Punk Rock and the Politics of Race, and writes on the intersection of culture and politics for a range of scholarly and popular publications. Duncombe is also the creator of Open Utopia, an open-access, open-source, web-based edition of Thomas More’s Utopia. In 1998, he was awarded the Chancellor’s Award for Excellence in Teaching by the State University of New York, where he taught before coming to New York University, and in 2012 was awarded the Dean’s Award for Excellence in Teaching at Gallatin. Duncombe, a life-long political activist, co-founded the School for Creative Activism in 2011, and is presently co-director of the Center for Artistic Activism. He is working on a book on the art of propaganda during the New Deal.
Gregory Erickson
Clinical Associate Professor
B.M. 1994, Minnesota; M.A. 1996, CUNY (Hunter); Ph.D. 2004, CUNY (Graduate Center)

Gregory Erickson has taught at the Gallatin School since 2004, specializing in courses on modern literature, popular culture, religion and music including “Writing Twentieth-Century Music and Culture;” “Beyond Language: The Surreal, the Mystical, and the Monstrous;” and “Contexts of Musical Meaning.” He is the author of The Absence of God in Modernist Literature, published in 2007, and the coauthor of Religion and Popular Culture: Rescripting the Sacred, published in 2008. He has also published in journals such as the Henry James Review and the Journal of Popular Music Studies and in several scholarly collections of essays on television. Erickson is trained as a literary scholar and as a classical musician and performs regularly with professional orchestras and chamber ensembles. He is currently working on a book on heresy and the modern literary imagination.

Valerie Forman
Associate Professor
B.S. 1986, Pennsylvania; M.A. 1989, California (Berkeley); Ph.D. 2000, California (Santa Cruz)

Valerie Forman’s research and teaching interests lie in the literature and culture of 16th- and 17th-century England and Europe, the early modern Caribbean, early modern drama, early modern women writers, early modern economic history and political theory, and Marxist theory. She received a Ph.D. in literature from U.C. Santa Cruz, specializing in Renaissance and 17th-century English literature and culture and 16th-century French literature. Before coming to Gallatin, Forman taught in the Department of English at the University of Colorado, Boulder. Her first book, Tragicomic Redemptions: Global Economics and the Early Modern English Stage (University of Pennsylvania Press, 2008) explores the relationship between innovations in the theatre and new economic practices necessary to the beginnings of global trade, including that among England, the East Indies, and the Ottoman Empire. Her second book project, which turns to trade and cultural relations in the Caribbean, is titled Developing New Worlds: Property, Freedom, and the Economics of Representation in Early Modern England and the Caribbean. She teaches courses on theatre and politics, labor and global markets, and the rise of globalization in the early modern period.
Hallie Franks
Assistant Professor

Hallie Franks’s teaching and research interests are in the art and archaeology of Greece, Rome and the ancient Near East, and she is particularly interested in the points of cultural overlap and exchange between the Mediterranean and the East. Her research has taken her to Greece, Italy, Turkey, Egypt and Bulgaria, where she is currently involved in the American Research Center in Sofia’s excavations at the ancient Macedonian city of Heraclea Sintica. At Gallatin, her teaching interests focus on the intersection of ancient texts and material culture, and include classes on ancient portraiture, visual narrative, concepts of the outsider and cultural memory. Her first book, titled Hunters, Heroes, Kings, investigates the ways that the ancient kingdom of Macedonia drew from various cultural traditions in the visual expression of its self-identity.

Rosalind Fredericks
Assistant Professor
B.S. 1999, Brown; M.S. 2003, London School of Economics; Ph.D. 2009, California (Berkeley)

Rosalind Fredericks’s research and teaching interests are centered on the political economy of development, global urbanism and postcolonial identities in Africa. With a background in cultural geography, her own work is focused on urban politics and social movements in contemporary Dakar, Senegal. Fredericks’s research has won major funding support from the Social Science Research Council, Fulbright-Hays and the National Science Foundation. After completing her Ph.D in geography at U.C. Berkeley, she was a Postdoctoral Research Scholar with the Committee on Global Thought at Columbia University. At Columbia, she taught with the Institute for African Studies and co-organized the series The World and Africa for the Committee on Global Thought. Currently, she is revising her dissertation on the cultural politics of garbage collection in Dakar for publication, while launching a new line of research into the politics of hip hop in Dakar and the Senegalese diaspora. Her general interests include African cities, youth studies, Islam, critical development studies, feminist geography and political ecology.
Sharon Friedman
Associate Professor


Lisa Goldfarb
Associate Professor
B.A. 1976, SUNY-Purchase; M.Phil. 1985, Ph.D. 1991, CUNY (Graduate Center)

Lisa Goldfarb’s research and teaching interests are in the fields of comparative literature (French and English) and critical writing. She focuses on 19th- and 20th-century European and American literature, and is particularly interested in modern poetry and poetics, the relationship between music and poetry, philosophic questions in literature, as well as the literature and history of New York City. Her interdisciplinary seminars on related themes include “Belief and Skepticism,” “Sound and Sense,” “Reading Poetry,” “Wallace Stevens and the 20th Century,” “Modern Poetry and the Actual World” and “The Music of Poetry and the Poetry of Music.” Professor Goldfarb has taught a foreign study course in Nîmes (France) and has accompanied student travel and study groups to Cuba, Prague, Athens, and Ireland. She is a recipient of Gallatin’s Adviser of Distinction Award and NYU’s Great Teacher Award. Her book, The Figure Concealed: Wallace Stevens, Music, and Valéry’s Echoes, focuses on the resonance of Paul Valéry’s musical poetics in the poetry and prose of Wallace Stevens. In addition to her many journal articles on modern poetry, she is co-editor, with Bart Eeckhout, of a volume of essays, Wallace Stevens, New York, and Modernism (Routledge, 2012), which considers the impact of
New York on the life and work of Wallace Stevens. Professor Goldfarb is president of the Wallace Stevens Society and associate editor of *The Wallace Stevens Journal*.

**Jean Graybeal**  
*Associate Professor, Gallatin Emerita*  
*B.A. 1972, Drew; M.A.R. 1977, Yale; Ph.D. 1986, Syracuse*  

Jean Graybeal works in the areas of philosophy and psychology of religion, with special interests in phenomenology, feminist theory and the question of embodiment. She has taught courses on mysticism, existentialist thought, meanings of the body and sacred space. She came to Gallatin as associate dean in 1993 and returned to full-time teaching in 1999. Before coming to NYU, she taught at Le Moyne College in Syracuse and California State University in Chico, California. Professor Graybeal is the author of *Language and “the Feminine” in Nietzsche* and *Heidegger*.

**Hannah Gurman**  
*Clinical Assistant Professor*  
*B.A. 2000, Delaware; M.A. 2003, Ph.D. 2008, Columbia*  

Hannah Gurman brings an interdisciplinary and eclectic approach to the study of U.S. foreign relations in the twentieth and twenty-first centuries that reflects her training in literary and cultural studies and informs her dual focus on historical scholarship and contemporary commentary. Her work has appeared in *Diplomatic History* and *The Journal of Contemporary History*, as well as *Salon, Huffington Post*, and *Small Wars Journal*. She is a columnist for the digital thank, Foreign Policy in Focus, and the author of *The Dissent Papers: The Voices of Diplomats in the Cold War and Beyond*, published in 2012 by Columbia University Press. She is currently editing a volume on counterinsurgency for the New Press.

**Ethan Harkness**  
*Assistant Professor*  
*B.A. 1992, Harvard; B.S. 1997, National Taiwan University; M.S. 2000, Brandeis; Ph.D. 2011, Chicago*  

Ethan Harkness teaches and writes about early Chinese culture with an emphasis on technical topics that inform the histories of science and religion. In his methodological approach to research, he also makes extensive use of excavated manuscripts to supplement historical perspectives derived from the transmitted textual tradition. His doctoral dissertation, titled “Cosmology and the Quotidian: Day Books in Early China,” analyzes a type of almanac that circulated widely in the Chinese cultural sphere between the late fourth century and the late first century B.C., and in 2012-2013 this project will be revised for publication. For over 10 years, Professor Harkness lived in Taiwan, where in addition to academic research, he actively pursued a number of interests, including bicycle touring and the Chinese strategy game of *weiqi*. 
Louise Harpman
Clinical Associate Professor
A.B. 1987, Harvard; M.Phil. 1988, Cambridge; M.Arch. 1993, Yale

Louise Harpman is a founding partner in the architecture and urban design firm Specht Harpman | Architecture (www.spechtharpman.com). A small company with rigorous standards for modern design, the firm’s award-winning work includes commercial, institutional and residential projects, as well as custom furniture. Specht Harpman was recognized in Wallpaper magazine’s Architects’ Directory as one of the “top 50 up-and-coming architectural practices from around the world.” The firm has received four Honor Awards from the American Institute of Architects and won the “Emerging Voices” competition sponsored by the Architectural League of New York. Twice a finalist in the prestigious PS1/MoMA “warm up” competition, the firm’s designs were featured at the Museum of Modern Art’s Architecture and Design gallery. Specht Harpman was named “Tastemakers” by House and Garden magazine and included as one of New York City’s “Top 100” architects by New York Magazine. The firm’s solar-powered, off-the-grid modular house, zeroHouse, has won several design awards and has been published in more than 40 international books and magazines. Louise Harpman maintains a commitment to teaching as well as practice. She taught at the Yale School of Architecture for eight years, where she was the Studio Coordinator for the hallmark Yale Building Project and the Chair of the Admissions Committee. She left Yale to become Associate Dean at the University of Texas at Austin, where she also held the Harwell Hamilton Harris fellowship in architecture and served as the Director of the Professional Residency Program. While at Texas, she founded the DesignBuildTexas studio program, through which her students designed and built an affordable, energy-efficient house prototype, which was featured at the United States Green Building Conference and the AIA National Convention. At Gallatin, she teaches an advanced Architecture and Urban Design LAB course, an introductory design course called Good Design, and a graduate course in urban design at the Robert F. Wagner School of Public Service, where she is an Associate Faculty member.

Karen Hornick
Clinical Associate Professor
B.A. 1979, Chicago; M.A. 1981, M.Phil. 1984, Ph.D. 2000, Columbia

Karen Hornick teaches courses that integrate the study of literature, media, philosophy, cultural history and writing. At Gallatin, she has taught writing seminars and interdisciplinary seminars on gender and feminist theory, modern cultural history and popular culture theory, and most summers she teaches a Study Abroad class on culture and history in Berlin. Trained as a Victorianist, she is currently working on problems regarding serial narrativity and popular aesthetics, particularly in relation to the poetics of television. Professor Hornick has served as a faculty adviser to The Gallatin Review and since fall 2010 she has served as a faculty co-
director of the Gallatin M.A. program. In 2009, she received the Gallatin Excellence in Teaching Award and, in the Fall of 2012, she began a term as Research Faculty in Residence at NYU London.

**Kristin Horton**  
*Clinical Assistant Professor*  
*B.A. 1994, Emory; M.F.A. 2003, Iowa*

Kristin Horton is a director primarily interested in developing new plays that engage cross-cultural dialogue as well as reinventing the classics for the contemporary stage. In addition to serving as artistic director of the Gallatin Arts Festival, she also teaches courses in directing and Shakespeare as well as an interdisciplinary seminar on performing objects. Professor Horton has recently directed new work at the Lark Play Development Center, William Inge Festival, Lied Center for the Performing Arts, New Dramatists, the Playwrights’ Center in Minneapolis, Commonweal Theatre and Riverside Theatre. Her new play collaborations have also appeared in festivals including the NYC Park’s Summerstage, Edinburgh Festival Fringe and National Black Theatre Festival. She has been awarded fellowships from the National Endowment for the Arts/Theater Communications Group Career Development Program, Oregon Shakespeare Festival and Sundance Theater Lab. She is presently artistic associate at the Lark, where she has directed as part of the U.S./Mexico Exchange, Playwright’s Week and Barebones Series, as well as several programs for Lark alumni writers. Professor Horton began her career as a member of the Living Stage Theatre Company, the groundbreaking social change theater of Arena Stage, where she created performances for a diverse audience including incarcerated men and women. While in Washington, D.C., she also produced education programs for the Kennedy Center and served as artistic director of Full Contact, whose company-created piece based on the narratives of Kosovar and Serbian refugees premiered at the Studio Theater.

**A. B. Huber**  
*Assistant Professor*  

A. B. Huber’s teaching and research interests include critical theory, aesthetics and politics and the literature and visual culture of modernity. Much of her current work is focused on the force and form of critique in times of war. She has an essay titled “The Claims of the Dead: Human Rights and Civilian Casualties in Pakistan” forthcoming in the volume Human Rights: New Possibilities/New Problems, and at present she is revising a manuscript that focuses on archival materials from the Strategic Bombing Survey of 1945. This project considers how the American tactical and political use of terror against civilians in Japan and Germany—where Shock & Awe was first named and tested—raises a number of timely questions about fear and the rhetorical deployment of “security” in U.S. politics and policies. She is also at work on a
commissioned piece on violence and the visual with the artist Mary Walling Blackburn: “Thinking Through Images” will appear in triplecanopy. Huber taught and took part in the Radical Citizenship Tutorials on Angel Island in San Francisco and Governors Island in New York in the summer of 2010. In fall 2010 she was at the University of California Berkeley on a Mellon Fellowship in Critical Theory.

Steven Hutkins
Associate Professor

Steven Hutkins received his Ph.D. in English Renaissance literature. His current teaching and research interests focus on place studies and travel literature. His courses include “A Sense of Place” (a study of how we experience places and how they shape us); “Travel Narratives” (nonfiction travel literature); “Travel Fictions” (novels and short stories about journeys); “The Travel Habit” (about travel during the Great Depression); “Travel Classics” (a great books course); and “The Art of Travel” (an online course for students studying abroad). He has also taught courses on Greek and Renaissance literature, postmodern fiction, utopian literature and prose style. In 1998, he received NYU’s Distinguished Teaching Award. His Web site is: http://www.travel-studies.com

Myles W. Jackson
Professor

Professor of the history of science at Gallatin, Myles Jackson is also Professor of History of the Faculty of Arts and Science. He was the inaugural Dibner Family Professor of the History and Philosophy of Science and Technology of Polytechnic Institute of NYU from 2007-2012. He currently serves as the Director of Science and Society, a new inter-school minor at NYU. His research interests include molecular biology and intellectual property in Europe and the U.S., genetic privacy issues, and the history of 18th- and 19th-century German physics. Professor Jackson received his Ph.D. in the history and philosophy of science from the University of Cambridge. Before coming to NYU, he taught at Harvard University, the University of Pennsylvania, and the University of Chicago. He has been a senior fellow of the Dibner Institute for the History of Science and Technology at MIT and the Max-Planck-Institute for the History of Science in Berlin. He has published more than 40 articles, book chapters, and encyclopedia entries on the history of science and technology from the Scientific Revolution to the present. His first book, Spectrum of Belief; Joseph von Fraunhofer and the Craft of Precision Optics (MIT Press, 2000) received the Paul Bunge Prize from the German Chemical Society for the Best Work on Instrument Makers and the Hans Sauer Prize for the Best Work on the
History of Invention. It was translated into German as Fraunhofs Spektren: Die Präzisionsoptik als Handwerkskunst (Wallstein Verlag, Göttingen, 2009). His second book, Harmonious Triads: Physicists, Musicians and Instrument Markers in Nineteenth-Century Germany (MIT Press), was released in 2006 with the paperback edition appearing in 2008. Professor Jackson received the Francis Bacon Prize for Contributions to the History of Science and Technology from Caltech, where he served as the Francis Bacon Visiting Professor of History during the winter and spring terms of 2012. He has won teaching awards from Harvard and the University of Pennsylvania. He is a member of the Erfurt Academy of Sciences in Germany, and the German National Academy of Sciences-Leopoldina. He is currently finishing up a manuscript tentatively titled “The Biography of a Gene: Patents, HIV/AIDS, and Race” and is co-editing a forthcoming volume Music, Sound, and the Laboratory from 1750 to 1980, for the History of Science Society’s Yearbook, Osiris, with the University of Chicago Press.

Mitchell Joachim
Clinical Associate Professor

Dr. Joachim is a leader in ecological design, architecture, and urbanism. He is the founding Co-President at Terreform ONE and Partner at Planetary ONE. Previously he was the Frank Gehry Chair at the University of Toronto and served on the faculty at Pratt, Columbia, Syracuse, Washington and Parsons. He was formerly an architect at Gehry Partners, and Pei Cobb Freed. He is a TED Senior Fellow and has been awarded fellowships with Moshe Safdie and Martin Society for Sustainability, MIT. He won the Zumtobel Group Award for Sustainability and Humanity, History Channel and Infiniti Award for City of the Future, and Time Magazine Best Invention of 2007 with MIT Smart Cities. His project, Fab Tree Hab, has been exhibited at MoMA and widely published. He was chosen by Wired magazine for “The Smart List: 15 People the Next President Should Listen To.” Rolling Stone magazine honored Mitchell in “The 100 People Who Are Changing America.” Popular Science magazine has featured his work as a visionary for “The Future of the Environment.” Mitchell was the Winner of the Victor Papanek Social Design Award sponsored by the University of Applied Arts Vienna, the Austrian Cultural Forum, and the Museum of Arts and Design. Dwell magazine featured Mitchell as “The NOW 99” in 2012.
Lauren Kaminsky  
*Clinical Assistant Professor*  
*B.A. 2000, Illinois (Urbana-Champaign); Ph.D. 2011 New York*

Lauren Kaminsky is a historian of modern Europe whose research and teaching interests include Russian and Eastern European studies, gender and sexuality studies, socialism and communism, law and morality. She received a Fulbright-Hays award to conduct archival research in Moscow for her dissertation, “Soviet Family Values,” an exploration of legal culture and communist morality in the Stalin-era Soviet Union.

Bradley Lewis  
*Associate Professor*  

Bradley Lewis has interdisciplinary training in the humanities, psychiatry and continental philosophy. He writes and teaches at the interface of medicine, humanities, cultural studies and disability studies, and he is associate editor for the Journal of Medical Humanities. He has affiliated appointments with the Department of Social and Cultural Analysis and the Medical Humanities Division of the Department of Medicine. His most recent books are *Narrative Psychiatry*: How Stories Can Shape Clinical Encounters, and *Depression*: Integrating Science, Humanities, and Culture. His current book project is devoted to happiness, spirituality and cares of the self in postmodern times.

Ritty Lukose  
*Associate Professor*  

Ritty Lukose’s teaching and research interests explore politics, culture, gender, globalization and nation within the context of colonial, postcolonial and diasporic modernities, especially as they impact South Asia. With a background in anthropology, she is particularly interested in the relationship between politics and culture within the context of western, global and non-Western feminisms. Professor Lukose’s research has been funded by the American Institute of Indian Studies, the Fulbright Program, the Spencer Foundation and the National Academy of Education, and she has published several book chapters and articles on this research in journals such as *Cultural Anthropology, Social History, Social Analysis and Anthropology* and *Education Quarterly*. Her book, *Liberalization’s Children: Gender, Youth and Consumer Citizenship in India*, was published by Duke University Press (2009) and co-published in India by Orient Blackswan in 2010. A co-edited book, *South Asian Feminisms: Contemporary Interventions*, is
forthcoming from Duke University Press (2012) and Zubaan, a leading feminist press in India. She teaches courses on globalization, India/South Asia, nationalism and colonialism, diasporic studies, gender and feminism and ethnography.

**Julie Malnig**  
*Associate Professor*  
*B.A. 1977, Douglass College; M.A. 1980, Ph.D. 1987, New York*  

**Julie Malnig** is a cultural historian of theater and dance performance. Her areas of interest include social and popular dance; the history of popular entertainments; performance art; feminist performance and criticism; and performance writing. Among her courses at Gallatin are Writing About Performance; Gender and Performance; Proseminar: Text and Performance; and Master’s Thesis Seminar: Visual and Performing Arts. She is the author of *Dancing Till Dawn: A Century of Exhibition Ballroom Dance* (NYU Press, 1995) and the editor of *Ballroom, Boogie, Shimmy Sham, Shake: A Social and Popular Dance Reader* (University of Illinois Press, 2009). Several of her publications, which examine dance in the early 20th century, have focused on social dance and class; media, advertising and early dance publications; and the intersections of early feminism, the female body and dance. She is currently preparing a manuscript on dance and youth culture of the 1950s. One of her recent essays is “All Is Not Right in the House of Atreus: Feminist Theatrical Renderings of the Oresteia” in the collection *Feminist Theatrical Revisions of Classic Works* (McFarland, 2009). From 1999 to 2003, Professor Malnig served as editor of *Dance Research Journal*, an international scholarly publication in dance studies published by the Congress on Research in Dance (CORD), and she also served as the editorial board chair of CORD from 2003 to 2006. She is currently chair of the Gallatin Interdisciplinary Arts Program. In 2010 she was awarded the Gallatin School Excellence in Teaching Award.

**Eve Meltzer**  
*Assistant Professor*  

**Eve Meltzer** is assistant professor of visual studies with research and teaching interests in the areas of contemporary art history and criticism, the history and theory of photography, material culture and a range of philosophical and theoretical discourses including psychoanalysis, structuralism, phenomenology, and affect theory. She received her M.A. and Ph.D. in rhetoric from the University of California at Berkeley. From 2003 to 2006, she was a Stanford Humanities Postdoctoral Fellow in Stanford University’s Department of Art and Art History. Her first book, *Systems We Have Loved: Conceptual Art, Affect, and the Antihumanist Turn* will be published by University of Chicago Press in 2013. The book situates the conceptual art movement of the late 1960s and early 1970s in relation to the field of structuralist thought and, in effect,
offers a new framing for and insight into two of the most transformative movements of the 20th century and their common dream of the world as a total sign system. Meltzer is beginning work on her second book project, tentatively titled *Group Photo: The Psycho-Photographic Process and the Making of Group Identity*, which will explore the proposition that group identity—at least since the invention of photography, if not before—has at its foundation something we might call a psycho-photographic process. Meltzer has published articles, exhibition essays, and reviews on the work of Vito Acconci, Jeanne Dunning, Roberto Jacoby, Robert Morris, Robert Smithson, Larry Sultan and Peter Wegner, among others. Her course offerings include “The Photographic Imaginary,” “The Thingliness of Things,” “Psychoanalysis and the Visual,” “What Was Conceptualism, and Why Won’t It Go Away?” and “Feeling in Theory.”

**M. Bella Mirabella**

*Associate Professor*

B.A. 1970, CUNY (Lehman College); Ph.D. 1979, Rutgers

Bella Mirabella, associate professor of literature and humanities, specializes in Renaissance studies, with a focus on drama, theater, performance and gender. She is the editor the book, *Ornamentalism: The Art of Renaissance Accessories*; co-editor of *Left Politics and the Literary Profession*, and has written articles on women, performance and sexual politics in the Middle Ages and the Renaissance, including “Mute Rhetorics: Women, Dance, and the Gaze in Renaissance England,” “‘Quacking Delilahs’: Female Mountebanks in Early Modern England and Italy,” and “A Wording Poet: Othello Among the Mountebanks,” as well as “Queen Elizabeth and the Dance of Diplomacy.” Her current work includes an analysis of place, object and performance in the Renaissance. Since 1987, Professor Mirabella has directed and taught Gallatin’s Renaissance Humanities Seminar in Florence, Italy. She has received Gallatin’s Adviser of Distinction Award as well as NYU’s Great Teacher Award.

**Ali Mirsepassi**

*Professor*


Ali Mirsepassi is professor of Middle Eastern studies and sociology at the Gallatin School and director of Iranian Studies Initiative at New York University. In addition, he is associated faculty at the Middle Eastern and Islamic Studies department and affiliated faculty at the Sociology department in the College of Arts of Science. From 2002 to 2007, he held several administrative posts in the Gallatin School Dean’s Office, most notably serving as the School’s interim dean for two years. He was a Carnegie Scholar (2007-2009). Professor Mirsepassi taught at Hampshire College, Amherst College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst. His teaching interests include social theories of
modernity, comparative and historical sociology, sociology of religion, Middle Eastern societies and cultures and Islam and social change. He is the author of Political Islam, Iran and Enlightenment (Cambridge University Press, 2011), Democracy in Modern Iran (New York University Press, 2010), Intellectual Discourses and Politics of Modernization: Negotiating Modernity in Iran (Cambridge University Press, 2000) and Truth or Democracy (published in Iran); coeditor of Localizing Knowledge in a Globalizing World (Syracuse University Press, 2002); and guest editor of “Beyond the Boundaries of the Old Geographies: Natives, Citizens, Exiles, and Cosmopolitans” in Comparative Studies of South Asia, Africa and the Middle East (CSSAAAME), spring 2005. He is currently completing a book titled At Home and in the World: Islam, Cosmopolitanism, and Democracy. Professor Mirsepassi has received several awards and grants, including the Iranian “Best Researcher of the Year” (2001), a teaching award from Tehran University, and grants from the Ford Foundation and the National Endowment for the Humanities.

Meleko Mokgosi
Clinical Assistant Professor
B.A. 2007, Williams College; M.F.A. 2011, California (Los Angeles)

Meleko Mokgosi is an artist who works within an interdisciplinary framework to create large-scale project-based installations. By working across figurative painting, cinematic tropes, psychoanalysis, and post-colonial theory, his practice interrogates the specificity of regionalism in order to address questions of nationhood, colonial and anti-colonial sentiments, and the perception of historicized events. He is especially interested in how Lacanian psychoanalytic theory and semiotics can be used to comprehend national identification and occurrences such as the 2008 xenophobic attacks in South Africa. His artwork has been exhibited nationally and internationally at venues including the Botswana National Gallery, The Hudson Valley Center for Contemporary Art Museum, The Studio Museum in Harlem, and the Armand Hammer Museum of Art and Culture Center.

David Thornton Moore
Associate Professor

David Thornton Moore, an anthropologist of education and work, studies the process by which people learn outside of classrooms, especially in workplaces; the broader question underlying his work focuses on the situated nature of knowledge and learning. He has done extensive research and writing on experiential learning, internships and civic engagement at the high school and college levels. His work has been published in such journals as Harvard Educational Review, Anthropology and Education Quarterly, and Learning Inquiry. He coauthored Working Knowledge: Work-Based Learning and Education Reform (RoutledgeFalmer, 2004); his new book, Engaged Learning in the Academy: Challenges and Possibilities, is in press at Palgrave
Macmillan. He was named Researcher of the Year by the National Society for Experiential Education in 2004, has given invited talks on experiential learning at such schools as Williams College, Princeton University and Queens College, and twice was the keynote speaker at the Martha’s Vineyard Institute on Experiential Education. His Gallatin courses have focused on the concepts of community, learning, experience and everyday life, as well as on research methods and the history of social thought. He is one of the organizers of Gallatin’s Community Learning Initiative, and he served for more than five years as the associate dean of the Gallatin School.

Sara Murphy
Clinical Assistant Professor

Sara Murphy’s research and teaching interests include literature and philosophy, critical theory, feminist and gender studies and 19th-century literary cultures. Her Gallatin courses have included “Literary and Cultural Theory;” “Sex, Gender, Nature, Culture; and Gender, Sexuality, and Self-Representation,” as well as courses in romanticism and the 19th-century and 20th-century novel. She has also taught at Rutgers, SUNY Albany, York College at the City University of New York, and NYU’s General Studies Program. Professor Murphy’s current projects include an exploration of the concept of consent in literature and political theory and a collection of essays on the representation of sexual violence in law and culture. Her work appears in such publications as Hypatia; Signs: Journal of Women in Culture and Society; Philosophy & Social Criticism; Studies in Law, Politics and Society; The Oxford Encyclopedia of Women in World History; Feminists Contest Politics and Philosophy; and a/b: Auto/Biography Studies, as well as several forthcoming essay collections. Her research has been supported by the National Endowment for the Humanities and the NYU Dean’s Dissertation Fellowship, among others. In 2003, she received the Gallatin Adviser of Distinction Award and in 2011 the Gallatin Excellence in Teaching Award.

Vasuki Nesiah
Associate Professor of Practice

Vasuki Nesiah is a legal scholar with a focus on public international law. Currently her main areas of research include the law and politics of international human rights and humanitarianism, with a particular focus on transitional justice. Her past publications have engaged with different dimensions of public international law, including human rights and humanitarian law, the international legal history of colonialism and international feminisms. She has also written on the politics of memory and comparative constitutionalism, with a particular focus on law and politics in South Asia. Prior to joining Gallatin she taught in the International Relations and Gender Studies concentrations at Brown University where she also served as
Director of International Affairs. She has taught at the School of International and Public Affairs at Columbia University and continues as core faculty in the summer workshop of the Institute for Global Law and Policy (IGLP) at Harvard Law School. Before entering the academy full time, Nesiah spent several years in practice at the International Center for Transitional Justice (ICTJ), where she worked on law and policy issues in the field of post-conflict human rights. She serves on the international editorial committees of the journals Feminist Legal Studies and (the newly inaugurated) London Review of International Law. She also serves on the International Advisory Board of the Institute of International Law and the Humanities at the University of Melbourne, and is an Associate Fellow with the Asia Society. Originally from Sri Lanka, she earned her B.A. in Philosophy and Government at Cornell University (1990), was a Visiting Student in the PPE program at Oxford University (1988-89), and earned her J.D. (1993) and S.J.D. (2000) at Harvard Law School; she received a post-doctoral fellowship in human rights at Columbia Law School (2000-2001). She teaches human rights, law and social theory and international legal studies at NYU.

**Kimberly Phillips-Fein**  
*Associate Professor*  
*B.A. 1997, Chicago; Ph.D. 2005, Columbia*

Kimberly Phillips-Fein is a historian of twentieth-century American politics. She teaches courses in American political, business and labor history. Her first book, *Invisible Hands: The Making of the Conservative Movement from the New Deal to Reagan*, was published in 2009 by W.W. Norton. She has contributed to essay collections published by Harvard University Press, University of Pennsylvania Press and Routledge and to journals such as Reviews in American History and International Labor and Working-Class History. She is a contributing editor to *Labor: Studies in Working-Class History in the Americas*, where she has also published her own work. Professor Phillips-Fein has written widely for publications including the *Nation*, *London Review of Books*, *New Labor Forum*, to which she has contributed articles and reviews. She is working on a project about New York City in the 1970s.

**Stacy Pies**  
*Clinical Associate Professor*  
*B.A. 1979, Yale; M.A. 1984, Ph.D. 1993, CUNY (Graduate Center)*

Stacy Pies teaches courses that explore the role of narrative and culture in texts and human relationships, as well as courses exploring poetry and poetics. Her teaching and research interests include poetry, world literature, narrative across the disciplines and narrative theory, literary criticism, literature and philosophy and writing on cities and urbanism. Her courses include the writing seminars “Life, Stories, Culture and Imagining Cities” and the interdisciplinary seminars “Narrative Investigations I and II,” “Metaphor and Meaning,” “Caliban” and “The
Philosophic Dialogue.” She has helped develop and teach Gallatin travel courses in France and Cuba. She received her doctorate in comparative literature and was a National Graduate Fellow. Her dissertation, “The Poet or the Journalist: Stéphane Mallarmé, John Ashbery and the poème critique,” won the Margaret C. Bryant Dissertation Award. She has presented papers and chaired panels at the MLA, ACLA, Nineteenth-Century French Studies Colloquium and Twentieth-Century Literature conferences, among others. Her essays and reviews have appeared in French Forum, Nineteenth-Century French Studies and Poetry’s Poet: Essays on the Poetry, Pedagogy, and Poetics of Allen Grossman. Her poetry has appeared in Fulcrum: an annual of poetry and aesthetics and Conditions. Professor Pies received NYU’s Distinguished Teaching Award in 2007. She is currently faculty chair of the Gallatin Writing Program.

René Francisco Poitevin
Assistant Professor

B.A. 1997, California (Berkeley); M.A. 1998, Ph.D. 2005, California (Davis)

A sociologist by training, René Francisco Poitevin holds intellectual interests in the areas of critical social theory, Latino racial formations and urban political economy. He is also actively involved with community groups organizing around popular education, housing advocacy and immigrant rights. He is currently assistant professor at the Gallatin School at New York University.

Millery Polyné
Assistant Professor


Myisha Priest
Assistant Professor
B.A. 1993, California (Berkeley); M.A. 1995, Cornell; Ph.D. 2005, California (Berkeley)

Myisha Priest’s teaching and research focus on African American literature and material culture. She has published articles mining this fruitful intersection in *The Crisis, Meridians and Emmett Till in Literary Memory and Imagination*. She is currently completing a book manuscript, “The Children’s Miracle:” *The Impact of Children’s Literature on African-American Writing*, an interdisciplinary project that considers how figures of children and children’s literature impact African American writing. Her most recent publication, “The Nightmare is Not Cured,” appeared in the March 2010 volume of *American Quarterly*. Professor Priest was a recipient of the Schomburg Center for Research in Black Culture Fellowship (2009-2010) and most recently, the Paul Cuffe Memorial Fellowship.

Laurin Raiken
Associate Professor
B.A. 1965, Brandeis; M.A. 1972, Adelphi

A cultural historian and sociologist of art, Laurin Raiken is a founding faculty member of the Gallatin School and founder of the Gallatin Arts and Society Program and the Gallatin Arts Programs. His teaching and research interests include: the anthropology, sociology and political economy of the arts, cultural policy, arts and social change, the Jewish mystical tradition and art, Native American life, and American society and economy in transition. An activist and community organizer in the art world, Professor Raiken was a founder of the anti-racist, anti-violence New York Free Theater and board chairman of the Foundation for the Community of Artists, an artists’ service organization. As executive of the Foundation for the Community of Artists, FCA, Professor Raiken helped to create the largest national visual artists health insurance plan in the United States. He has worked in various public and private positions in arts and cultural policy and as a co-chair of Citizens for Artist Housing under the direction of Doris C. Freedman, helped to draft the legislation that legalized loft living for artists in SoHo and NoHo. Laurin has served as a consultant to the New York State Council on the Arts and the National Endowment for the Arts, as an education/cultural advisor to the Interfaith Center of New York and as a senior editor for the newspaper *Art and Artists*. Professor Raiken serves as a Gallatin liaison for the Gallatin Newington-Cropsey Foundation Fellowship Program and is Senior Fellow at the foundation’s Academy of Art. He is President of the Leo Bronstein Trust and literary executor of the late Leo Bronstein’s books on “metaphysics, life and art.” A founder of the ongoing NYU Community Service Program, he has recently become a faculty consultant to NYU’s Faculty Resource Network for Native American Higher Education. He has been a faculty convener for FRN’s seminar, “Art, Public Policy and
Politics.” With Debra Szybinski, the Director of FRN, Laurin helped to bring about the first institutional connection in the history of NYU with a Native American College, United Tribes Technical College in North Dakota. Professor Raiken is the Gallatin School’s Faculty University Senator. He has recently started the new Arts and Society Program to use the arts and artistic achievements of Gallatin alumni to bring our alumni into closer relation with the growing achievements of our school. Professor Raiken was the youngest member of the faculty to have received the NYU Great Teacher Award up until 1983 and in 1992 was named by Vanderbilt University a University Educator of the Year.

Andrew Romig  
Assistant Professor  

Andrew Romig is a historian of medieval culture with teaching and research interests from late antiquity through the Renaissance. While he is particularly interested in the transformations of European culture and society during the Carolingian late-eighth, ninth and early-tenth centuries, he has taught and written on such wide-ranging subjects as the history of emotion, masculinity, the history of kindness and philanthropy, travel, medieval Latin and vernacular comparative literature, spirituality, historical and literary theory and the visual arts. Professor Romig is currently at work on a translation of an important early medieval treatise on representational art (“King Charles’s Book Against the Synod”), along with a companion volume for the teaching and research of this text, both for the University of Toronto Press. He is also working on a book manuscript, tentatively titled “The Emperor is Dead: Trauma and Cultural Change during the Carolingian Time of Troubles,” which explores the mid-ninth century civil war between the grandsons of Charlemagne.

George Shulman  
Professor  
B.A. 1973, Amherst College; Ph.D. 1982, California (Berkeley)

George Shulman’s interests lie in the fields of political thought and American studies. He teaches and writes on political thought in Europe and the United States, as well as on Greek and Hebrew—or tragic and biblical—traditions. His teaching and writing emphasize the role of narrative in culture and politics. He is the author of Radicalism and Reverence: Gerrard Winstanley and the English Revolution (University of California Press, 1989) and American Prophecy: Race and Redemption in American Political Culture (University of Minnesota Press, 2008). His most recent book, American Prophecy, was awarded the David Easton Prize in political theory. Focusing on the language that great American critics have used to engage the racial domina-
tion at the center of American history, American Prophecy explores the relationship of prophecy and race to American nationalism and democratic politics. Professor Shulman is a recipient of the 2003 NYU Distinguished Teaching Award.

Laura M. Slatkin
Professor

Before joining the faculty of Gallatin, Laura M. Slatkin taught at the University of California at Santa Cruz, Yale University, Columbia University, and the University of Chicago, where she received the Quantrell Award for Excellence in Undergraduate Teaching. Her research and teaching interests include ancient Greek and Roman poetry; wisdom traditions in classical and Near Eastern antiquity; gender studies; anthropological approaches to the literature of the ancient Mediterranean world; and cultural poetics. Her recent course offerings have included: “Ancient Greek and Near Eastern Wisdom Traditions;” “Ancient Reflections in a Time of Modern War;” and “The Iliad and its Legacies in Drama” Professor Slatkin has published articles on Greek epic and drama; a volume including her earlier book The Power of Thetis together with selected essays was recently issued by The Center for Hellenic Studies/Harvard University Press. She has served as the editor in chief of Classical Philology, an international journal in the field of classics, and coedited Histories of Post-War French Thought, Volume 2: Antiquities (with G. Nagy and N. Loraux, New Press, 2001). In 2007, she held a fellowship from Columbia University Institute for Scholars in Paris, and in 2009 at the Liguria Study Center for the Arts and Humanities in Bogliasco, Italy. She is currently collaborating on a study of the reception of Homer in British romantic poetry. Professor Slatkin has been invited to present her work at the Ecole des Hautes Etudes in Paris and the Max-Planck-Institut für Wissenschaftsgeschichte in Berlin, among other places. She is also currently visiting professor in the Committee on Social Thought at the University of Chicago. She is the recipient of the 2012 NYU Distinguished Teaching Award.

Matthew Stanley
Associate Professor

Matthew Stanley teaches and researches the history and philosophy of science. He holds degrees in astronomy, religion, physics and the history of science and is interested in the connections between science and the wider culture. He is the author of Practical Mystic: Religion, Science, and A. S. Eddington, which examines how scientists reconcile their religious beliefs and professional lives. Currently, he is writing a book that explores how science changed from its historical theistic foundations to its modern naturalistic ones. Professor Stanley is also part
of a nationwide NSF-funded effort to use the humanities to improve science education in the college classroom. He has held fellowships at the Institute for Advanced Study, the British Academy and the Max Planck Institute. He currently runs the New York City History of Science Working Group.

Clyde R. Taylor
Professor Emeritus
B.A. 1953, M.A. 1959, Howard; Ph.D. 1968, Wayne State

Clyde R. Taylor is a cultural historian whose training and experience lie mainly in literary and film studies. His teaching explores narratives of cultural self-imagining as they have been fashioned by African and African diaspora societies, as well as the way these narratives intersect with counternarratives of Western civilization. He has curated and programmed film and art exhibitions at several institutions, including the Whitney Museum of American Art and the Brooklyn Museum. His writings include Vietnam and Black America as editor, Black Genius as coeditor and The Mask of Art, for which he received the Josephine Miles-Oakland PEN Award. He also wrote the script for the PBS documentary Midnight Ramble, the Life and Legacy of Oscar Micheaux. He has received several grants and fellowships, including a Fulbright Fellowship, Ford, Rockefeller and residencies at the Whitney, Bellagio Research Center and Museum of African Art (D.C.). He has been elected to the National Hall of Fame of Writers of African Descent, and he has received an “Indie” for critical writing on films of minorities, as well as a Callaloo Prize for nonfiction prose. His current writing project involves alternative modernisms in non-European contexts.

Jack (John Kuo Wei) Tchen
Associate Professor

Jack (John Kuo Wei) Tchen is a facilitator, teacher, historian, curator, re-organizer and dunkster diver. He works on understanding the multiple presents, pasts and futures of New York City, identity formations, trans-local cross-cultural communications, archives and epistemologies and progressive pedagogy. He also works on decolonizing Eurocentric ideas, theories and practices and making our cultural organizations and institutions more representative and democratic. Professor Tchen is the founding director of the A/P/A (Asian/Pacific/American) Studies Program and Institute at New York University and part of the original founding faculty of the Department of Social and Cultural Analysis, NYU. He co-founded the Museum of Chinese in America in 1979-80, where he continues to serve as senior historian. Jack was awarded the Charles S. Frankel Prize from the National Endowment for the Humanities (renamed The National Medal of Humanities). He is author of the award-winning books New York before Chinatown: Orientalism and the Shaping of American Culture, 1776-1882 and Genthe’s
Photographs of San Francisco’s Old Chinatown, 1895-1905. And he is co-principle investigator of “Asian Americas and Pacific Islanders Facts, Not Fiction: Setting the Record Straight” produced with The College Board. Professor Tchen has been building research collections of Asians in the Americas. In doing so, he has critically examined practices of collections and archives to make sense of how we come to know what we know, and don’t know. He is currently co-chairing the effort at the Smithsonian Institution to form an Asian Pacific American Center. Professor Tchen is now working on a book about New York City focusing on the unrecognized tradition of the intermingling of people, creativity and improvisation of everyday residents. He is also editing The ‘Yellow Peril’ Reader: Understanding Xenophobia to be published by The New Press spring 2012. He regularly collaborates with filmmakers and media producers, artists and collectors, and through the A/P/A Institute sponsors and produces hundreds of programs and performances. Most recently, he co-curated MoCA’s core exhibition: “With a single step: stories in the making of America” in a new space designed by Maya Lin.

Alejandro Velasco
Assistant Professor

Alejandro Velasco is a historian of modern Latin America whose research and teaching interests are in the areas of social movements, urban culture and democratization. His manuscript, “‘A Weapon as Powerful as the Vote’: Urban Protest and Electoral Politics in Modern Venezuela,” couples archival and ethnographic research to examine how residents of Venezuela’s largest public housing community pursued full citizenship during the heyday of Latin America’s once-model democracy. Before joining the Gallatin faculty, Professor Velasco taught at Hampshire College, where he was a Five College Fellow, and at Duke University. His teaching record includes interdisciplinary courses on contemporary Latin America (including seminars on human rights, cultural studies and urban social movements), historical methods courses on 20th-century revolutions, graduate history courses on urban political history and workshops with primary and secondary school educators. At Gallatin, his courses include “(Re)Imagining Latin America,” “¡Revolución!” and “Incivility in the Age of Civil Society.” Professor Velasco’s research has won major funding support from the Social Science Research Council, the American Historical Association, the Ford Foundation and the Mellon Foundation, among others, and he has presented widely at both national and international conferences and symposia. His most recent publications are “‘A Weapon as Powerful as the Vote’: Urban Protest and Electoral Politics in Venezuela, 1978–8193” (Hispanic American Historical Review, November 2010) and “‘We Are Still Rebels: The Challenge of Popular History in Bolivarian Venezuela’” (Dan Hellinger and David Smilde, eds., Participation, Politics, and Culture in Venezuela’s Bolivarian Democracy, Duke 2011).
e. Frances White
Professor

e. Frances White is Professor of History and Black Studies at Gallatin and the Department of Social and Cultural Analysis in the Faculty of Arts and Science. She has served as NYU’s Vice Provost for Faculty Development from 2005 to 2008 and Dean of the Gallatin School from 1998 to 2005. She has been awarded fellowships from the Danforth Foundation, the Mellon Foundation and the National Endowment for the Humanities, among others. She has also been a Fulbright Senior Research Scholar in Sierra Leone and the Gambia. Before coming to NYU, she taught at Fourah Bay College of the University of Sierra Leone and at Hampshire College. Her awards include the Catherine T. and John D. MacArthur Chair in History (1985-1988) and the Letitia Brown Memorial Publication Prize for the best book on black women (1987). Her teaching and research interests include the history of Africa and its diaspora, history of gender and sexuality and critical race theory. Her books include *Sierra Leone’s Settler Women Traders, Women in Sub-Saharan Africa* and *Dark Continent of Our Bodies*. She is at work on a book about Afro-British Cultural Studies.

Susanne L. Wofford
Professor
B.A. 1973, Yale College; B.Phil. 1977, Oxford; Ph.D. 1982, Yale

Susanne L. Wofford is the Dean of the Gallatin School. Before coming to Gallatin, Professor Wofford taught at Yale University and the University of Wisconsin (Madison), where she served as Director of the Center for the Humanities and as the Mark Eccles Professor of English, having formerly been Chair of the Divisional Committee for Arts and Humanities and Director of Graduate Studies in English. She has been a member of the faculty of the Bread Loaf School of English since 1989 and was a Visiting Professor at Harvard University and Princeton University. A distinguished scholar of epic poetry and of Renaissance and early modern literature, Professor Wofford is the recipient of many prizes and honors, including the University of Wisconsin Chancellor’s Award for Distinguished Teaching; the University of Wisconsin Romnes Fellowship; the Hilldale Award for Collaborative Research, UW-Madison; the Robert Frost Chair at the Bread Loaf School of English; the Isabel MacCaffrey Prize (awarded by the Spenser Society); the William Cline Devane Medal for Distinguished Teaching at Yale University; the Sarai Ribicoff Award for the Encouragement of Teaching in Yale College; and the Yale College–Sidonie Miskimin Claus Prize for Teaching Excellence in the Humanities. She was also appointed to the Charles B. G. Murphy Chair while at Yale. As a graduate student, won a Mellon Fellowship, a Whiting Fellowship, a Danforth Fellowship and a Marshall Scholarship. Currently a member of the Modern Language Association’s Executive Committee for the Division on Comparative Studies in Renaissance and Baroque Lit-
erature, excluding Shakespeare, she has served as the President of the Shakespeare Association of America and serves or has served on the boards of the International Spenser Society, American Comparative Literature Association and the Consortium of Humanities Centers and Institutes. She is a cofounder and current member of the steering committee of the Theater Without Borders International Collaborative. Her research interests include Shakespeare, Spenser, Renaissance and classical epic, comparative European drama and narrative and literary theory. Her publications include *The Choice of Achilles: The Ideology of Figure in the Epic* (Stanford University Press, 1992); *Epic Traditions in the Contemporary World: The Politics of Community* (coeditor) (University of California Press, 1999); *Shakespeare: The Late Tragedies* (Prentice-Hall, 1995); and *Hamlet: Case Studies in Contemporary Criticism* (St. Martin’s Press, 1994). Her current projects include two book projects on Shakespeare and transnational Renaissance drama: *The Apparent Corpse: Popular and Transnational Bodies on the Shakespearean Stage* and Shakespeare and the *Foreign: Intercultural Literacy and Literary Diaspora in Early Modern Europe*.

**ASSOCIATED FACULTY**

**Joseph Thometz**  
*B.A. 1985, California (Berkeley); M.A. 1993, San Francisco State University; Ph.D. 2002, Graduate Theological Union, Berkeley*

Joseph Thometz teaches courses in the history and comparative philosophy of religions. His teaching interests include the epistemology of religious experience, Jewish and Christian mystical traditions, the philosophical foundations of Mahayana Buddhism, Vedanta, as well as intersections between religion and postmodern thought. Language and its expressive limits serves as a thematic lens for his investigations into the philosophies of Ludwig Wittgenstein, Ralph Waldo Emerson, Marguerite Porete, Pseudo-Dionysius and Nagarjuna. He has developed and taught a range of interdisciplinary courses including “Subjectivity in Global Perspective,” “Philosophy of Religion” and “Religion and the Death of God.” Building on a Fulbright Research Fellowship to the United Kingdom (2007), he is in the process of expanding into a book his published prolegomenon, “Speaking With and Away: What the Aporia of Ineffability has to Say for Buddhist–Christian Dialogue” (University of Hawai‘i). Thometz currently serves as a full-time member of the Global Liberal Studies faculty and teaches courses in the great books of the Western and Asian traditions.
ASSOCIATE FACULTY

Nicole Cohen  
**Junior Class Adviser**  

Nicole Cohen was awarded her Ph.D. with Distinction in Japanese History from Columbia University. She also holds an M.A. in East Asian Languages and Cultures from Columbia. Her book manuscript on the “Children of Empire,” is a study of second- and third-generation Japanese colonists in Korea in the 1870s-1940s and their turbulent repatriation to the Japanese metropole in the aftermath of WWII. It explores the remapping of boundaries, identity and notions of national belonging that accompanied the abrupt and often violent transition from the colonial to the postcolonial world. Her research and teaching interests include social history, colonialism and imperialism, and war and memory. She is teaching “Memory Wars: Japanese Representations of WWII.” Prior to Gallatin, she taught at Columbia University and Yale University.

Gail Drakes  
**Sophomore Class Adviser**  

Gail Drakes is an interdisciplinary scholar with graduate degrees from the history department at the University of Michigan, Ann Arbor, and the Program in American Studies at NYU. Her current teaching and research interests focus on the cultural implications of intellectual property law and African-American historical memory. She has held administrative positions at Columbia University and CUNY and has taught courses in U.S. history, media studies, Asian/Pacific/American Studies and African-American studies. Before arriving at Gallatin, Drakes worked in the philanthropic sector, serving as a consultant to the social justice philanthropy portfolio at the Ford Foundation and as the Program Officer for the OUT Fund at Funding Exchange, an activist-advised fund which supported LGBTQI-led social justice organizing efforts throughout the U.S.
June Foley

Writing Program Director

June Foley’s teaching and research interests are Victorian Studies, especially the novel; the Modernist novel, fiction writing, memoir writing and writing for young readers; and English (especially writing) for Speakers of Other Languages. Her dissertation, on Charles Dickens and Elizabeth Gaskell, combines biography, psychological criticism and comparative analysis of texts within an historical context. She has published essays on Dickens, Gaskell and Charlotte Bronte. In addition to teaching at Gallatin since 1994, Foley has been the School’s first Writing Program director since 2002. For the Writing Program’s Literacy Project, she teaches a writing class to Chinese immigrants at the University Settlement Society and has edited books of their writing, funded by grants from the NYU Center for Teaching Excellence and the NYU office of Civil Engagement; she is founder of and adviser to The Literacy Review, an annual book edited by Gallatin students that collects the best writing by adults in Basic Education, GED, and ESOL classes throughout NYC; and she is founder and organizer of the annual Literacy Review Workshops for Teachers of Writing to Adults. She was named Gallatin’s Adviser of Distinction in 1999 and won the Gallatin Student Choice Award for Excellence in Public Service in 2003. She won a Literacy Recognition Award from the Literacy Assistance Center of New York in 2008 and the NYU Distinguished Administrator Award in 2009.

Rahul Hamid

Freshman Class Adviser

Rahul Hamid is a cinema scholar and film critic. His teaching interests include Iranian cinema, silent film, narrative, modernism and cinema, post-colonial studies, genre theory and food studies. He is an editor at Cineaste Magazine, one of America’s oldest film publications.
Patrick McCreery
Assistant Dean, Global Programs

Patrick McCreery's teaching and research interests lie in the areas of sexual politics, family life and the role of the symbolic child figure in the United States. At Gallatin, he teaches interdisciplinary seminars that explore the politics of childhood, artistic representations of HIV/AIDS and the relationship between personal identity and social space. He is currently working on a book that contextualizes Anita Bryant's 1977 “Save Our Children” campaign within national debates at the time over sexual autonomy, children's perceived innocence and the rapid expansion of civil rights in the 1960s and '70s. Prof. McCreery has published essays in journals such as GLQ, New Labor Forum, Radical History Review and Social Text, and he co-edited the anthology Out at Work: Building a Gay-Labor Alliance (University of Minnesota Press, 2001). An accomplished administrator, he received Gallatin’s Adviser of Distinction Award in 2006.

Amy Spellacy
Administrative Director, M.A. Program
B.A. 1995, University of St. Thomas; M.A. 1998, University of Iowa; Ph.D. 2006, University of Iowa

Amy Spellacy’s teaching and research interests include nineteenth- and twentieth-century American literature, literature of the Americas, U.S. Latino/a literature, and transnational literary and cultural studies. Her dissertation, “Neighbors North and South: Literary Culture, Political Rhetoric and Inter-American Relations in the Era of the Good Neighbor Policy, 1928-1948,” traces the deployment and circulation of the trope of the neighbor in social and cultural texts in the United States and Latin America. Prior to Gallatin, Amy was a lecturer and Assistant Director of Studies in the History and Literature program at Harvard, where she taught interdisciplinary courses such as “American Road Narratives,” “Mexican American Crossings” and “A Cultural History of the Banana.”

Meredith Theeman
Senior Class Adviser
B.A. 2001, Vassar; M.Sc. 2003, University of Surrey (UK); M.Phil. 2006, Hunter College; Ph.D. 2010, CUNY (Graduate Center)

Meredith L. Theeman is a social scientist with a Ph.D. in environmental psychology. Her research and teaching interests include psychology, public health, epidemiology, mental health, place and behavior, light exposure and health narratives. Currently, she is working with and presenting data on seasonally related mood and behavior change. As a higher education administrator, she is interested in instructional technology and institutional research.
Jeanette Tran
Transfer Student Adviser
B.A. 2004, California (Los Angeles); M.A. 2005, Wisconsin (Madison)

Jeanette Tran’s teaching and research interests include early modern literature, the history of cross-cultural encounter, critical race theory, performance theory and social justice. She received her B.A. in English from UCLA (2004) and is completing her Ph.D. in English from the University of Wisconsin-Madison. Her dissertation, “Re-Orienting and Re-Cognizing Decorum,” examines how perceptions of the foreign are mediated by the conventions of the stage in early modern drama. In addition to her academic pursuits, Jeanette brings to Gallatin her passion and commitment to helping students succeed inside and outside of the classroom. At UW-Madison, where she worked as an instructor in the Writing Center, taught courses in literature and composition and served as the Asian-American representative on the Multicultural Student Center Advisory Board, she was recognized for her exceptional service to the university’s learning community.

Vasu Varadhan

Vasu Varadhan’s teaching interests are in the areas of media and cultural change and in South Asian Studies. Her dissertation research focused on the impact of technology in Third World countries. She continues her work in this area by examining the impact of media in globalization. Her other area of interest deals with the religion and philosophy of ancient Indian texts and its continued relevance in Indian society as well as in the South Asian diaspora. Varadhan is currently writing a memoir on her experiences of growing up in India and America. Her earlier writing has appeared in two of India’s national newspapers, The Hindu and The Indian Express. She has been part of the Gallatin community for 16 years.
PART-TIME FACULTY (SELECTED LIST)

Maria-Luisa Achino-Loeb: the study of silence; language and culture; migrations, ethnicity and identity; rhetoric and religious movements

Cynthia Allen: digital new media; Net art; digital archival art preservation on the Internet; Web comics; computer gaming

Cris Beam: literary nonfiction; memoir; urban journalism; gender research; prison writing

Victoria Blythe: English literature; law and literature; critical theory; genre studies; the journal

Martha Bowers: social dialogue through the arts; community arts practices and youth development; cross-cultural arts projects; dance; social choreography; arts and urban renewal

Christopher Bram: fiction; nonfiction; writing about movies

Eric Brettschneider: community building, advocacy, child welfare, the law and social welfare, parent involvement and service integration

Christopher Cartmill: Asian theater and theatrical literature; performance theory and practice; Native-American culture and ritual; 18th and 19th century literature, culture and politics; art history; world folklore and mythology; religion in public discourse

Bill Caspary: modern social and political thought; democratic theory; political psychology; philosophy of science; peace studies

John Castellano: music performance, business and technology

Lenora Champagne: performance art; directing; playwriting; creative writing; theater history; women and performance

Myla Churchill: dramatic writing; musical theatre; visual media; film and video production

Laura Ciolkowski: 19th- and 20th-century literature and culture; critical theory; gender studies; travel literature; cultural studies; gender and technology; literature and the body

Terence Culver: public art; art history; community and international development; the role of technology and media in education and art

Dan Dawson: African and African American art, history and culture; spirituality and art; oral traditions; photography and social change

Imani Douglas: theatre; aesthetic education; women/African American women in drama; television and film writing
Emily Fragos: poetry; fiction writing; rhetoric

Lise Friedman: performing and visual arts; translating performance experience into words and images; photography; graphic design; writing

Donna Goodman: art; architecture; philosophy; film; visionary theories; technology; urban and environmental studies

Judith Greenberg: 20th-century French and British literature; trauma studies; psychoanalysis; women’s studies; Holocaust studies

Lanny Harrison: character acting and performance; storytelling; dance; Buddhist and Taoist studies

Scott Hightower: writing, poetry, non-fiction, translation, comparative literary studies, prosody and poetics

Maria Hodermarska: creative arts therapies; community-based mental health services; arts in education; group dynamics; improvisation and autobiographical performance
Justin Holt: ethics; social and political philosophy; political economy; German Idealism; history of metaphysics and epistemology; philosophy of science; theories and history of the welfare state; philosophy of law

Bert Katz: studio art; photography; contemporary art thought; histories of visual art and artist’s training

Dave King: fiction and poetry; writing, rhetoric and translation; art and art history; film and film history; folklore; politics

Scott Korb: essay writing; memoir; creative non-fiction; religious writing; belief and popular culture; faith and politics; ethics; Civil War; reform movements; slavery and slave narratives

Antonio Lauria-Perricelli: power, class, culture, state; everyday life; Caribbean/Latin America

Jennifer Lemberg: late 19th- and 20th-century American literature; gender; trauma; Holocaust studies; American Indian literature; ethnic literature

Patricia Lennox: Shakespeare studies and performance; Elizabethan/Jacobean literature and culture; early modern women; theater and film history; fashion; ancient and modern mythology

Andrew Libby: poetry; Romanticisms; critical theory; queer/gender studies; aesthetics; pedagogy

Keith Miller: modern and contemporary art; Realism; figurative painting; narrative cinema; video art; filmmaking

Kathy Posin: dance and choreography; theater; dance fusion forms; digital media; performance technique, body placement

Robin Powell: dance; performance; mind/body integration/body therapies; health and fitness; psychology; clinical social work

Peter Rajsingh: social and political philosophy; ethics; applied ethics particularly pertaining to business; constitutional law and jurisprudence

William Rayner: music composition, improvisation and performance; guitar studies; recording technology

Mark Read: documentary film; anti-capitalist struggles; media activism; science fiction film and literature; history of religions and religious philosophy; American literature

Steven Rinehart: fiction, nonfiction and memoir writing; Web development
Lee Robbins: history, mythology and philosophy of depth psychology; Freud, Jung and post-modern psychoanalytic thought; Buddhist psychology; literature and psychoanalysis

Barnaby Ruhe: visual art; art criticism; art history; art and anthropology; art and psychology; shamanism; history of warfare and revolution

Antonio Rutigliano: Greek, Roman and medieval literature; semiotics; romance languages; French and Italian cinema; medieval and Renaissance art, philosophy and history

Philip Sanders: electronic arts; interactive multimedia; computer animation; interactive storytelling; visual language

Leslie Satin: dance and performance; performing and visual arts; choreography; gender and performance; assemblage art; scores and structures for performance; contemporary avant-garde; arts criticism; autobiography and creative nonfiction

Judith Sloan: theater; solo performance; oral history; humor and social satire; immigration and the changing face of America; documentary arts: radio and multimedia, digital art on the web; community projects; trauma studies; dialogue across race, ethnicity, class and gender

Chris Spain: creative writing; film

Ben Steinfeld: acting; directing; theatre history; music; Shakespeare; 20th-century American drama; musical theatre

Paul Thaler: media technology and culture; First Amendment and media law; propaganda; history of mass media; media ethics

Selma Thompson: screenwriting; playwriting; adaptation; script analysis and development; business issues for writers; cinema studies; New York City culture

Yevgeniya Traps: 19th- and 20th-century literature; literary and cultural theory; aesthetic theories; literature and psychology; trauma and narrative; the contemporary novel

Christopher Trogan: aesthetics; 20th-century German and American literature/culture; history of philosophy; philosophy of music; philosophy of law; writing philosophy

Eugene Vydrin: 20th-century poetry and poetics; modernism and the avant-garde; 20th-century art history, criticism, and theory; art historiography; film history and theory

Susan Weisser: 19th-century British novel; autobiography; women and romantic love in literature; women and sexuality; feminism

Carol Zoref: fiction and essay writing; 19th-, 20th- and 21st-century literature; photography and other visual narratives
Gallatin’s Master of Arts program (HEGIS code number 4901*) offers each student an opportunity to explore his or her unique interests. Working closely with a faculty adviser, the student creates an individualized, interdisciplinary program shaped according to his or her own vision. With diverse goals, Gallatin students are often intellectual and professional pioneers, mapping new relationships among fields of knowledge. Students are encouraged to draw on the educational resources of NYU’s graduate and professional schools and of New York City.

INTERDISCIPLINARY AND INDIVIDUALIZED STUDY

The Gallatin School was created for the student whose academic interests cross the boundaries of traditional departments and who wishes to look at these interests through an interdisciplinary lens. With the guidance of a faculty adviser, students combine course offerings in two or more academic disciplines or professional areas to construct an individualized and integrated program of study. A student interested in arts management, for example, might take classes in the Graduate School of Arts and Science (GSAS), the Stern School of Business and the Steinhardt School of Culture, Education, and Human Development. Another student might build a concentration in community action through classes in the GSAS Department of Politics, the Silver School of Social Work and the Wagner Graduate School of Public Service. The hallmark of the Gallatin program is the student’s opportunity to tailor these choices to fit his or her distinct passions and goals.

Students are also encouraged to take advantage of learning opportunities outside traditional classroom work in the various graduate schools of New York University. They may pursue independent studies, individual projects that involve meeting one-on-one with professors; tutorials, small groups of students working closely with an instructor on a common topic, project or skill; internships, direct work experiences in businesses, government agencies or cultural institutions; and private lessons, for students in the arts who wish to study outside the University. Gallatin recognizes the importance of students’ different learning styles and the value of adjusting inquiry to each student’s particular interests. Gallatin also offers course equivalency credit for prior learning, where mastery of comparable material in actual NYU courses can be demonstrated.

The M.A. program at Gallatin culminates in the master’s thesis. This final product may take the form of an extended research paper, an artistic work or a professional project. In each

* HEGIS: Higher Education General Information Survey
New York State
Department of Education
Office of Higher Education
State Education Building
89 Washington Avenue,
2nd Floor, West Mezzanine
Albany, NY 12234
Telephone: 518-474-5851
www.highered.nysed.gov
of these formats, the student displays what he or she has learned through the program in a rigorous and creative piece of work.

A cornerstone of the Gallatin program is faculty advising. Because a program of individualized study requires faculty consultation and input, Gallatin offers several forms of advising. Each student is assigned a primary adviser, a faculty member with expertise in the student’s core area of inquiry. The administrative director and the faculty co-directors of the program also serve as general program advisers and are available to clarify the aims and policies of the M.A. program. Students may consult with the program directors at any point during their time at Gallatin. Additionally, students may seek advice from the Gallatin faculty member who reviews the thesis proposal or sits on the thesis committee.

THE PROGRAM OF STUDY

The first step students should take when contemplating their program of study is to free themselves from the notion that Gallatin will tell them what to do. The essential spirit of the program lies in the word individualized: the student determines what he or she will learn and how this will be accomplished.

When graduate students begin their Gallatin program, they already have a sense of their educational goals. As they proceed through the program, these goals become further defined. What do they want to know when they finish the program? Working backward from there, what strategies will enable them to achieve that goal? Students need to ask themselves these questions each term. Answers evolve over time, gaining clarity and providing direction. Students must take the initiative to work through these issues, to make decisions and act on them and to revise them if necessary.

Students should search carefully for the best resources and opportunities. NYU is a complex university, with myriad courses and programs. Students are encouraged to find the ones that best meet their needs.

The search should not be limited to one school or department. Students should examine all the course listings and locate all the relevant classes, organize them into categories, weigh them by priority and then make choices. Independent studies, tutorials, internships and private lessons should be considered. Students should also consult regularly with their advisers and talk to their teachers and classmates. This process requires imagination, intelligence and resourcefulness. These are the qualities that students bring to Gallatin and that the program cultivates and celebrates.
Master of Arts Degree Requirements

UNDERSTANDING YOUR DEGREE REQUIREMENTS

The majority of the student’s program is self-selected. There are, however, certain basic structural requirements. Regardless of their concentration, all Gallatin students earn the same degree: a Master of Arts in Individualized Study.

Total Units
To be eligible for the Master of Arts degree, students must complete 40 units within six years of matriculating in Gallatin. Students may not exceed the required number of units for the degree, and all courses must be taken at the graduate level.

Graduate Core
The courses comprising the graduate core provide the structure that is needed in a program of individualized study. All students are required to take four Gallatin courses: one of the prosemantics; Review of the Literature; Master’s Thesis Seminar; and Master’s Thesis and Defense. (For more information about these courses, see pages 75-79.)

Electives
Students complete 26 units in elective courses offered by Gallatin or other NYU schools, or Gallatin individualized projects. Gallatin students may take courses throughout the graduate degree-granting programs of NYU as listed on page 69 of the 2012-13 Gallatin Bulletin. It should be noted that some courses have prerequisites, and others may be limited to students in their respective departments. Graduate students will not receive credit for undergraduate course work, with the exception of certain courses in the department of Undergraduate Film and Television as explained in the 2012-13 Gallatin Bulletin.

OTHER REQUIREMENTS

Master’s Thesis
The culmination of the student’s work at Gallatin is the master’s thesis. For information regarding the thesis requirements, see pages 75-79.

Academic Good Standing
Students must maintain a minimum cumulative grade point average of 3.0 (B) to remain in academic good standing, and a final minimum cumulative grade point average of 3.0 is re-
SUMMARY OF M.A. DEGREE COMPONENTS

REQUIRED UNITS ............................................................................... 40 units*†
Distributed as follows:
Graduate Core ........................................................................................... 14 units
Distributed as follows:
   Proseminar ........................................................................................................... 4 units
   Review of the Literature ...................................................................................... 3 units
   Master's Thesis Seminar ........................................................................................ 4 units
   Master's Thesis and Defense ................................................................................. 3 units
Electives ..................................................................................................... 26 units
Courses offered by Gallatin or other NYU schools, or Gallatin individualized projects (see limitations below)

OTHER REQUIREMENTS

Master's Thesis
   Completion of a research, artistic or project thesis

Academic Good Standing
   A final minimum cumulative grade point average of 3.0

Residency Requirement ............................................................................. 28 units
   Must be earned at NYU while enrolled in Gallatin

Classroom Unit Requirement .................................................................... 14 units
   Minimum (excluding graduate core)

OPTIONS and LIMITATIONS

Individualized Projects: Independent Studies,
   Tutorials, Internships and Private Lessons
   Maximum permitted (not required) ................................................................. 12 units

Transfer Credit/Course Equivalency Credits
   Maximum accepted (not required) ................................................................. 12 units

Time Limit for Completion of the Master's Degree—maximum 6 years

*Students may not exceed the required number of units for the degree.
†No undergraduate courses will be counted for credit toward the master's degree.

Please note that revised degree requirements for the Gallatin M.A. program will take effect for students who matriculate in summer 2013 and later. For more information, please see the appendix on page 139.
quired for graduation. For more information about academic good standing, see page 100.

Please note: Academic good standing is not the same as satisfactory academic progress. Satisfactory academic progress refers to the number of units a student must complete in a given time period to maintain eligibility for financial aid. For more information about satisfactory academic progress, see “Eligibility for Financial Aid,” page 115.

**Residency Requirement**

A minimum of 28 units must be earned at NYU while the student is enrolled in the Gallatin School.

**Classroom Unit Requirement**

Classroom learning is an essential component of the program, giving graduate students the opportunity for intellectual exchange with their peers. All Gallatin graduate students are required to earn a minimum of 14 units in classroom courses. Transfer credit and a portion of course equivalency credit generally count toward this requirement, but the graduate core courses (the proseminar and thesis-related courses), independent studies, tutorials, internships and private lessons do not.

**OPTIONS AND LIMITATIONS**

**Individualized Projects**

At Gallatin, students have the option to pursue individualized projects, which are learning experiences that are not available in the traditional classroom. The types of individualized projects include independent studies, tutorials, internships and private lessons. A maximum of 12 units may be earned in individualized projects. The Review of the Literature, a required independent study, is not counted toward these 12 units. Students are permitted to earn a maximum of 6 units in private lessons.

**Transfer and Course Equivalency Credit**

To recognize prior professional or academic accomplishments, Gallatin may grant up to a combined total of 12 transfer and course equivalency units. These units must be related to the student’s area of concentration. (For policies regarding transfer credit, see page 107.)

Graduate students may earn course equivalency credit for professional experiences they have had before matriculating in Gallatin. Students may apply for a maximum of 12 course equivalency units (in combination with transfer units). Students must submit an extensive portfolio soon after they have completed 12 units in the M.A. program and before they have completed 20 units. Course equivalency units are applied half to the classroom requirement and half to the individualized projects option. The process of receiving credit begins with the compilation of an extensive portfolio documenting the student’s learning experiences prior to matriculation at Gallatin and ends with a rigorous evaluation process.
by NYU faculty. Students must demonstrate through the portfolio that they have mastered the material they would have learned in comparable NYU courses. To begin the process of applying for course equivalency units, students should consult the director of external programs about the rules and regulations governing the course equivalency process. For more information regarding policies, procedures and guidelines for course equivalency units, please visit the Gallatin Web site.

**Time Limit**
The master’s degree must be completed within six years. If there are unusual circumstances warranting a formal extension, the student may request one from the Gallatin Faculty Committee on Advisement and Policies. Degree requirements may be completed in no fewer than three semesters.

### ADDITIONAL M.A. PROGRAM INFORMATION

#### Changes in Degree Requirements
Degree requirements in the Gallatin School are subject to change. Students should bear in mind that they are bound by the degree requirements in effect during the first semester in which they matriculate at Gallatin. Degree requirements for students transferring from a school or college within the University are those that are in effect when they first matriculate at Gallatin. Students who are readmitted must fulfill the degree requirements that are in effect when they are readmitted. Students who entered Gallatin before the current term should consult the relevant bulletin.

#### Prerequisites
Gallatin students are required to meet the prerequisites for any courses they take in other schools of the University. These units may not necessarily be accepted as contributing to the 40-unit graduation requirement.

#### Grades
The Gallatin School will accept the lowest passing grade determined by each NYU graduate school. Students must abide by the policies of each school for the completion of course work.

#### Thesis Advisement
Students who do not complete the thesis and defend it successfully during the semester in which they register for Master’s Thesis and Defense are required to register for Thesis Advisement each fall and spring until the thesis has been completed and defended. Students who plan to graduate in September must also register for Thesis Advisement during the summer prior to their graduation. Units earned through Thesis Advisement are not included in the 40-unit requirement for the master’s degree. (See page 84 for details regarding Thesis Advisement.)
Each graduate student works closely with a faculty adviser to design a curriculum that integrates course work throughout the University with the Gallatin graduate core courses and individualized project options.

The M.A. program begins with the proseminar, a graduate core course that is taken in the first or second semester of enrollment, depending on the availability of the proseminar of the student’s choice. The majority of the curriculum will then consist of course work taken at the various NYU graduate schools and can also include options such as Gallatin elective courses, independent study, tutorials, internships and private lessons. After the student has completed approximately 25-30 units, he or she will begin to take the thesis-related graduate core courses, including the Master’s Thesis Seminar and the Review of the Literature. The M.A. program culminates in the master’s thesis.

GALLATIN COURSES

Proseminar
Students are required to take a proseminar during the first or, at the latest, the second semester of the program. Each semester Gallatin offers a few sections of the proseminar with themes that generally fall into one of three broad categories of academic inquiry—the humanities, the social sciences, or the arts—but they may also cross those boundaries.

This course performs a number of functions: (1) It introduces students to the nature of individualized and interdisciplinary studies by engaging them in work on a broad theme or problem. Students learn how different kinds of scholars approach a common problem: how they ask questions, gather relevant information, conduct analysis and reach conclusions. (2) The proseminar helps students think through their own programs of study by broadening their conception of the knowledge and skills they will need to pursue their plans and by encouraging them to clarify their own educational goals. (3) Finally, the proseminar engages students in some of the academic processes—research, analytic thinking, scholarly communication—that they will need throughout their graduate studies. The specific themes of the proseminars will not usually be directly pertinent to each student’s plans, but each class will raise issues of approach and method that every student needs to consider. The aim of the proseminar, then, is to enlarge the student’s scholarship and interdisciplinary inquiry and to suggest ways that the University’s resources can be used to attain the student’s goals.
Review of the Literature

Before starting the thesis and under the tutelage of his or her adviser, each student is required to conduct an independent study in which the student finds, reads and critiques a substantial body of scholarship related to the thesis. The purpose of this independent study is to ensure that the student is familiar with previous scholarly work that can form a context for the thesis. The required work for Review of the Literature is a critical essay and a bibliography. The aim of the essay is to (1) identify the categories of pertinent studies; (2) report on major concepts, theories, debates, trends and gaps in the field; and (3) place the thesis topic in relation to earlier studies. The adviser sets the length of the paper, but it is typically between 20 and 25 pages.

Students may take Review of the Literature before the Master’s Thesis Seminar to explore the broad literatures in their field or topic and to use this study to generate a researchable question for the thesis. It is also possible to take Review of the Literature concurrently with the Master’s Thesis Seminar when the student is fairly clear about the research question but may need some background development—in this case, the student can use Review of the Literature to deepen knowledge in the specific domain of the thesis. Finally, a student may also take Review of the Literature after the Master’s Thesis Seminar if he or she already has a well-developed research question and wants to dig deeply into the specific literatures related to that question. For more details about Review of the Literature, please visit the Gallatin Web site.

Master’s Thesis Seminar

After having completed 25–30 units in the graduate program, students take the Master’s Thesis Seminar, covering the research methods and writing skills needed for producing a final thesis. This course takes students through the stages of writing the thesis proposal: defining the field of research, formulating the problem, developing a bibliography, choosing an appropriate research methodology, gathering information, organizing the material, revising and preparing a scholarly manuscript. Through discussions of both published research articles and student work, the seminar examines the conventions of scholarly discourse, strategies of analysis and argumentation, and the ways in which writing can serve as a means to discover ideas. The seminar helps students to complete the background thinking and research from which the thesis will emerge and to produce at least a first draft of the thesis proposal. This course can only be taken on a pass/fail basis.

Master’s Thesis and Defense

The master’s thesis is the culmination of the M.A. program and is an opportunity to display the ideas, practices and/or artistic expertise learned at Gallatin. The topic of the thesis will evolve as students take courses and refine areas of concentration. Graduate students typically begin planning thesis topics midway through the program. The thesis may take one of three
forms: a research thesis, an artistic thesis or a project thesis. The thesis is required for completion of the master's degree program, and it can only be taken on a pass/fail basis.

**Gallatin Elective Courses**
While most students develop a concentration by taking courses throughout the schools of NYU, Gallatin offers a series of elective courses, including fiction writing, social theory and methods, and human rights. Examples of recent elective courses include “Adaptation: Screenplays and Source Material;” “American Society and Culture in Transition;” and “Advanced Urban Design: Creating Green Cities.”

**Travel Course**
Italian Renaissance Art and Literature: The Culture Explosion
This three–week summer course in Florence introduces students to the literature and art of the Italian Renaissance. For more information on Elective Courses, see page 84.

**INDIVIDUALIZED PROJECTS**
Gallatin offers students an opportunity to pursue their interests through a variety of alternatives outside the traditional classroom: independent study, tutorials, internships, and private lessons. Although the faculty encourages students to use these learning formats when appropriate, they are optional. While the total number of units earned through individualized projects is limited to 12 units, Gallatin encourages students to use this opportunity whenever it is educationally justified. For more information regarding policies, procedures and guidelines for individualized projects, please visit the Gallatin Web site.

In an independent study, a student works one-on-one with a faculty member on a particular topic or creative project. Typically, the idea for an independent study arises in a course; for example, in a seminar on early 20th-century American history, a student may develop an interest in the Harlem Renaissance and ask the professor to supervise an independent study focused exclusively on this topic during the next semester. Students may also develop creative projects in areas such as, but not limited to, music composition, filmmaking or fiction writing. Gallatin graduate students have conducted independent studies on such topics as early influences on Martha Graham’s choreography, the impact of social class differences on school outcomes, and research methods in brain physiology.

Independent studies are graded courses, the details of which are formulated by the student and the instructor; these specifics are described in the independent study proposal and submitted to the Deans’ Office for approval. The student and instructor meet regularly throughout the semester to discuss the readings, the research and the student’s work. Credit is determined by the amount of work entailed in the study and should be comparable to that of a Gallatin classroom course.
Generally, independent studies, like other courses, are 2 to 4 units. Meeting hours correspond to course units; a 4-unit independent study requires at least seven contact hours per term between the instructor and the student. For more information regarding policies, procedures and guidelines for independent study, please visit the Gallatin Web site.

**Tutorials** are small groups of two to five students working closely with a faculty member on a common topic, project, or skill. Tutorials are usually student-generated projects, and like independent studies, ideas for tutorials typically follow from questions raised in a particular course. Students may collaborate on creative projects as well. Recent tutorials have included Advanced Playwriting, Digital Filmmaking and Directing. Tutorials are graded courses, and students work together with the instructor to formulate the structure of the tutorial, the details of which are described in the tutorial proposal and submitted to the Gallatin School for approval. The tutorial group meets regularly throughout the semester, and students follow a common syllabus: all participants complete the same readings, write papers on similar topics, etc. Students in the same tutorial must register for the same number of units. Credit is determined by the amount of work (readings and other types of assignments) and should be comparable to that of a Gallatin classroom course. Tutorials range from 2 to 4 units. Meeting hours correspond to course units; a 4-unit tutorial requires at least 14 contact hours per term between the instructor and students. For more information regarding policies, procedures and guidelines for tutorials, please visit the Gallatin Web site.

**Internships** offer Gallatin students an opportunity to learn experientially at one of New York City’s many social institutions, art and cultural organizations, community-based organizations or corporations. Internships are a key element of the Gallatin program, and they are often among the most memorable and useful student experiences. Students gain first-hand work experience and develop skills and knowledge that will help them in pursuing employment after graduation. They also explore the relationship between practical experience and academic theory. Gallatin provides an extensive list of available internships; students may pursue their own as well. Placements include a wide variety of areas, such as business, education, legal services, social services, journalism, film and television, the arts, management, theater, music and dance. Some examples of recent internship sites include MTV, the United Nations, Bellevue Hospital Center, Circle in the Square Theatre, Legal Aid Society, Metropolitan Museum of Art, Capitol Records and UBS.

Internships are typically unpaid positions, although students in paid internship positions are permitted to receive credit. Students work an average of 10 to 20 hours each week at the site and meet regularly during the semester with their faculty adviser to discuss the internship. For each unit, students are expected to devote at least three hours per week for the entire term; for example, a 4-unit internship would require at least 12-15 hours per week for 15 weeks. Students must also submit a journal about the work experience and a final analytic paper. For more information regarding policies, procedures and guidelines for internships, please visit the Gallatin Web site.
**Private lessons** give students the opportunity to earn academic credit for their studies at performing or visual arts studios in the New York area. These studies are meant to supplement work begun in regularly scheduled classes at NYU or to provide students with the opportunity to study areas for which comparable courses at the University are unavailable to Gallatin students. Private lessons may be taken in voice, music, dance, acting and the visual arts, with teachers or studios of the student’s choosing—as long as they have met with the approval of the Gallatin faculty. By studying with professional New York City-based artist/teachers, students are offered the opportunity to learn and perfect their craft. The student also keeps a journal about the learning experience and produces a final analytical paper, and the private lesson teacher submits a written evaluation.

Private lesson units will not be given for studies in Eastern movement forms, the martial arts, yoga or massage techniques.

Credit for private lessons is determined by the number of instruction hours per semester. Gallatin provides guidelines on how many units a student may earn for a given number of hours of lessons. Private lessons may be taken on a pass/fail basis only. *Please note: Unlike private lessons offered elsewhere in the University, Gallatin private lessons are arranged and paid for by the student. The student is responsible for full payment to the studio or instructor for the cost of the private lessons, as well as to New York University for the tuition expenses incurred by the number of private lessons course units. In addition, any payment arrangements with the studio or instructor must be made by the student.* Graduate students may not take more than 6 units in private lessons during their studies at Gallatin. For more information regarding policies, procedures and guidelines for private lessons, please visit the Gallatin Web site.

**COURSES IN OTHER NYU SCHOOLS**

Based on their individual needs and interests, Gallatin students take courses in graduate programs throughout the University. As long as they have met the prerequisites and the program does not limit enrollment to its own students, Gallatin students are eligible to enroll in courses in all the other schools of NYU (except the School of Medicine and the College of Dentistry). Many Gallatin students eventually take courses in two or three different NYU graduate schools.

As part of their program planning, students should refer to the bulletins and Web sites of all the schools in which they might study. These describe the available courses and outline some of the regulations and constraints relative to cross-registration. Although enrollment is simple in most cases, some courses require permission from the instructor or department; some departments severely limit the enrollment of nonmajors. Special permission is always required, for instance, in the School of Law; in several departments and programs of the Graduate School of Arts and Science (e.g., psychology, journalism, anthropology, creative
writing and fine arts); and in the Interactive Telecommunications Program at the Tisch School of the Arts. Some programs are highly restrictive, such as the Graduate School of Arts and Science Creative Writing Program and some programs in the Tisch School of the Arts (see below).

Gallatin graduate students may take a maximum of 6 graduate units per term in the Stern School of Business.

Courses in the Tisch School of the Arts
Courses in the acting, dance, design, musical theater writing and film departments at the Tisch School of the Arts are frequently not available to Gallatin students. However, it is often possible for students to design a program in these areas utilizing courses in other NYU departments, internships, independent studies, tutorials, private lessons, Tisch Open Arts Curriculum graduate-level courses, and Gallatin elective graduate-level courses.

Although Gallatin students are not able to take film production courses in the graduate film department in the Tisch School of the Arts, students may take up to 12 units in the undergraduate department of Film and Television, provided the courses are at least at the 1000 level. Specifically, the digit after the alpha characters must be 1, such as FMTV-UT1018. There is no limit to the number of units students may take at the 2000 level, such as FMTV-UT2014. Students may not take courses at the lowest level, such as FMTV-UT4. The film department is the only one in which Gallatin allows its graduate students to take undergraduate courses.

Gallatin students may also take graduate level courses in film in the Tisch Open Arts Curriculum. Please see http://www.tisch.nyu.edu/object/openartsart.html for details.

COURSES OUTSIDE OF NYU

In addition to the many opportunities for study within NYU, Gallatin students may pursue coursework outside of the University. Through concurrent registration, students may apply for permission to register at an accredited graduate institution for courses that are not available at NYU (for policies regarding concurrent registration, see page 93). In addition, students may earn units in a study abroad program with prior approval from the Gallatin Office of Academic Advising. Units earned through concurrent registration and study abroad are treated much like transfer credit that a student earns before entering Gallatin.
NYU Graduate Programs

Gallatin students may take courses throughout the graduate programs of NYU. It should be noted that some courses have prerequisites, and others may be limited to students in their respective departments. Graduate students will not receive credit for undergraduate course work, with the exception of certain courses in the department of Undergraduate Film and Television (see the section below on the Tisch School of the Arts for details).

GRADUATE SCHOOL OF ARTS AND SCIENCE

Africana Studies
American Studies
Ancient Near Eastern and Egyptian Studies
Anthropology*
Bioethics
Biology
Biomaterials Science
Chemistry
Cinema Studies
Classics
Comparative Literature
Computer Science
Creative Writing*
East Asian Studies
Economics
English
Environmental Health Sciences
Ergonomics and Biomechanics
European and Mediterranean Studies
Fine Arts*
French
French Studies
German
Hebrew and Judaic Studies
History
Humanities and Social Thought (Draper Interdisciplinary Master’s Program)
Irish and Irish American Studies
Italian Studies
Journalism*
Latin American and Caribbean Studies
Law and Society
Linguistics*
Mathematics
Middle Eastern and Islamic Studies
Museum Studies†
Music
Near Eastern Studies
Performance Studies
Philosophy
Physics
Politics
Psychology
Religious Studies
Russian and Slavic Studies
Social and Cultural Analysis
Sociology
Spanish and Portuguese#
Trauma and Violence Transdisciplinary Studies

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

Administration, Leadership, and Technology
Business Education
Digital Media Design for Learning
Educational Leadership
Higher and Postsecondary Education

Applied Psychology
Counseling and Guidance
Counseling for Mental Health and Wellness
Counseling Psychology
Art and Art Professions
Art Education
Art Therapy*
Studio Art
Visual Arts Administration
Visual Culture: Costume Studies

Humanities and Social Sciences in the Professions
Education and Jewish Studies
Education and Social Policy
History of Education
Interdepartmental Research Studies
International Education
Philosophy of Education
Sociology of Education

Media, Culture, and Communication

Music and Performing Arts Professions
Dance Education
Educational Theatre
Music Business
Music Education
Music Performance and Music Composition
Music Technology
Performing Arts Administration
Performing Arts Therapies (Drama Therapy, Music Therapy)^

Foreign Language Education
Literacy Education
Mathematics Education
Science Education
Social Studies Education
Special Education
TESOL/Teaching English to Speakers of Other Languages

LEONARD N. STERN SCHOOL OF BUSINESS*

(Gallatin students may take a maximum of 6 units per semester in the Stern School of Business, provided they have the necessary prerequisites.)

Accounting, Taxation and Business Law
Business and Society Program Area
Economics
Entertainment, Media and Technology
Entrepreneurship and Innovation
Finance
Information, Operations, and Management Sciences
Management and Organizations
Management Communication
Marketing

POLYTECHNIC INSTITUTE OF NEW YORK—NYU-POLY

ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

Health Policy and Management
Public and Nonprofit Management and Policy
Urban Planning
The Tisch Open Arts Curriculum offers a series of Tisch courses open to all NYU students. Gallatin graduate students should check to be sure that an Open Arts Curriculum course is being taught at the graduate level.

UNIVERSITY PROGRAM

Global Public Health

* Courses in these schools and departments are often restricted.

† Gallatin students must also be admitted to and enrolled in the Certificate in Museum Studies in order to take classes in Museum Studies. If a student wishes to pursue the Certificate in Museum Studies along with the M.A. from Gallatin, additional units will be required. Please consult the director of enrollment management for details.

# All courses in the department of Spanish are taught at the NYU in Madrid program and not open to Gallatin students. The program in Portuguese is a Ph.D. program only and not open to Gallatin students.

^ Courses in these departments are frequently not available to Gallatin students. However, it is often possible for students to design a program in these areas utilizing courses in the Tisch Open Arts Curriculum, Gallatin Arts Workshops, courses in other departments, independent studies, tutorials, and internships. See Courses in the Tisch School of the Arts, page 68, for details.
Advising

Advising is a key component of the Gallatin program. Throughout the individualized program, the student has access to a good deal of expert help to negotiate the resources of a large university and to enhance his or her program goals. Students should be aware of the advising resources that are available at Gallatin.

PRIMARY ADVISER
When a student matriculates in Gallatin, he or she is assigned a faculty adviser, an NYU professor who works with the student to define academic and professional goals, to develop an appropriate strategy for pursuing those goals and to locate the necessary educational resources to carry out the academic plan. The adviser also serves as the first reader for the thesis. An expert in the student’s area of interest, the primary adviser acts as facilitator, guide and, ultimately, mentor, enabling the student to make useful decisions, as well as to understand essential theories and practices in the chosen field.

The primary adviser might be a member of the Gallatin faculty or a faculty member in another department of NYU. (In rare cases, the adviser may be a scholar or professional in another institution.) In either case, the goal is to match the student with a faculty adviser with specific expertise in the core area of inquiry and practice.

M.A. PROGRAM ADVISERS
Gallatin provides several general M.A. program advisers: the administrative director of the M.A. program and the faculty co-directors. The program advisers are Gallatin faculty members who are available to discuss the aims and policies of the program, to provide practical advice on requirements and the choice and sequencing of the Gallatin core courses and to address any academic concerns that arise. The program advisers may be called on at any time during a student’s studies.

GALLATIN FACULTY
Graduate students may also draw on the other faculty members in the Gallatin school for advice and guidance. Gallatin faculty members play an important role at two stages of the program: the thesis proposal review, and the thesis defense. A Gallatin faculty member will serve as the reviewer of the student’s thesis proposal and will provide a written response to the proposal. Additionally, students select a three-person thesis defense committee that must include the student’s adviser and at least one full-time Gallatin faculty member. Students are encouraged to acquaint themselves with Gallatin faculty in their areas of interest and consult with those faculty members throughout the program.
The Master’s Thesis

Each graduate student in the Gallatin School completes a final thesis as the culmination of his or her work toward a Master of Arts degree. The thesis may take one of three forms: a research thesis, an artistic thesis, or a project thesis. In each case, the thesis represents a synthesis of the student’s accumulated knowledge and skill and an opportunity to display the ideas, practices, and skills learned through the program. While the master’s thesis, unlike a doctoral dissertation, does not have to create new knowledge or break new ground, it does display the student’s ability to go beyond the mere collection of information into synthesis, analysis, judgment and interpretation. Moreover, it should demonstrate the student’s familiarity with a substantial body of thought and literature and illustrate mastery of some self-chosen field of study.

**TYPES OF THESES**

**The Research Thesis**

The research thesis is essentially an extended research paper, approximately 50-100 pages in length. The research thesis consists of a systematic inquiry into some phenomenon, problem, or question that the student attempts to address or solve through research. This process entails the collection and analysis of original material as well as already published (secondary) sources, using appropriate scholarly methods.

The topic for the thesis should emerge from the student’s individualized program of study and should bring together issues or concerns that he or she has been pursuing during the course of the M.A. program. Some sample research topics include The Theatrical Collaborations of Five Studio Artists from the Russian Avant-Garde; A Sense of Our Own Realities: The Life and Art of Alice Neel; and Power and Stigma: Shaping the HIV/AIDS Epidemic in Uganda and South Africa.

The thesis may take any number of methodological approaches, depending on the question and on the student’s studies: historiography, literary criticism, an integrative review of previous research, ethnographic analysis, policy studies, program evaluation, biography and many other possibilities. The student should be able to justify his or her approach according to the particular research problem or issue. Students should keep in mind that the adviser is the primary person responsible for determining the criteria and standards by which the thesis is carried out and the relevance of the questions and issues posed.


**The Artistic Thesis**

The artistic thesis is appropriate for those students who wish to display the creative process in the performing, visual or literary arts. A student might make a film or video; choreograph an evening of dance; act in a play; mount an exhibit of paintings; write a screenplay, novel, play or collection of short stories; or choose another artistic endeavor. The artistic thesis represents the culmination of a Gallatin arts concentration in which the student has studied the genre under consideration.

The artistic thesis comprises an artistic project and three accompanying essays. The essays include (1) a background research essay, which is an academic research paper related to the field of artistic work; (2) an essay on artistic aims and process; and (3) a technical essay. Therefore, the student should conceive of the artistic thesis as a unified piece, including the creative work and the essays that enhance it.

**The Project Thesis**

The project thesis consists of two elements: (1) the project, a professional activity designed and executed primarily by the student as a way of solving a problem, and (2) an accompanying essay about the project. This thesis is especially appropriate for students in such fields as business, education, social work or public administration. The project thesis may appeal to those students who are active in their profession and who take responsibility for the creation of some kind of program or practice.

Students should understand that the project cannot simply propose a professional activity; the design for such an activity must actually be carried out (at least in a pilot version) and evaluated. Some examples of projects: a student in education may develop and apply a new strategy for teaching reading to recent immigrants; a person working in a corporation may construct new methods for managing financial information; or a community worker in a settlement house may organize a group of local residents to combat drug abuse.

**PREPARING FOR THE THESIS**

Students should begin thinking about thesis topics by at least midway through their program. The idea for a thesis may emerge gradually from their course work, or students may know early in the program what they would like to pursue and can use that plan as an organizing principle in choosing courses.

Among their elective courses, students are strongly encouraged to take a methods course. This class will likely not have the word “methods” in the title, but it is a course (or an independent study) that gives students some degree of training in the use of the research method or practice they intend to use in the thesis. Examples of methods courses include modes of literary criticism; a statistics course for psychology; participant-observation techniques for anthropology or sociology; and historiography.
The Thesis Committee
Each thesis committee includes three panelists who will read the thesis and participate in the thesis defense. Of the three panelists, one must be the student’s primary academic adviser, and at least one must be a full-time Gallatin faculty member. If the academic adviser is a full-time Gallatin faculty member, a student may ask two other non-Gallatin faculty members to serve on the committee; while these panelists are usually members of the NYU faculty, on rare occasions a student may choose a qualified person from another university. Students are responsible for selecting and confirming the participation of each panelist. Students should consult with their primary advisers about composing the committee. The M.A. program directors are also available to help students with this process.

Review of the Literature (CORE-GG2115)
Before starting the thesis, students are required to conduct an independent study—usually with their advisers—in which they find, read and critique a substantial body of previous scholarship related to the thesis. This independent study is called Review of the Literature. The required work for Review of the Literature is a critical essay and a bibliography. The aim of the critical essay is to identify the categories of pertinent studies; report on major concepts, theories, debates, trends and gaps in the field; and place the thesis topic in relation to earlier studies.

Master's Thesis Seminar (CORE-GG2225)
After students have completed the majority of their elective credits and have begun to formulate a reasonably clear conception of the thesis, they should take the Master’s Thesis Seminar. This course takes the student through the stages of writing the thesis proposal: defining the field of research, formulating the problem, developing a bibliography, choosing an appropriate research methodology, gathering information, organizing the material, revising and preparing a scholarly manuscript. The final product of the course is a complete (if early) draft of the thesis proposal.

Thesis Proposal
Before writing the thesis, a student must submit a detailed proposal to the adviser and to Gallatin for approval. Each thesis format (research, artistic and project) requires particular elements in the proposal; please see the Gallatin Web site for details.

Master's Thesis and Defense (CORE-GG2335)
The final phase of the student’s program is writing the thesis itself. The thesis is usually written during (and sometimes after) the term in which the student registers for the 3-unit course entitled “Master’s Thesis and Defense” (CORE-GG2335). This is not a “course” in the traditional sense, although registered students do attend a special workshop at the beginning of the term. Rather, it is an independent study whose final product is the thesis and its successful defense. Typically, students register for Master’s Thesis and Defense when they have completed 37 of the 40 units required for the degree.
**Matriculation Policy**

Students must be matriculated at the time they defend the thesis. That is, students must be registered for Master's Thesis and Defense, or if they did not successfully defend the thesis during the term in which they registered for Master's Thesis and Defense, they must then register for the 1-unit course entitled “Thesis Advisement” (CORE-GG2340) each term (including the summer, if they plan on graduating in September) until they have successfully defended the thesis. Students should note that this 1-unit course is not included in the 40-unit requirement for the master’s degree and it has a special tuition rate ($400 plus a nonrefundable registration and services fee). Students may not maintain matriculation after completing 37 units. Rather, they must enroll in Master's Thesis and Defense or, when appropriate, Thesis Advisement.

Students who defend in time for January graduation do not need to matriculate in the spring semester. Students who defend in time for September graduation do not need to matriculate in the fall term but do need to matriculate in the summer term. Please note: only students who will defend for September graduation are required to matriculate in the summer term.

**Thesis Approval Process**

Once the thesis proposal has been approved, the student should consult regularly with the adviser and, if possible, the other members of the thesis defense committee. During this period, the student should clarify ideas or approaches and submit drafts of chapters for feedback.

When the thesis has been completed, the student should submit a copy to the adviser for review no less than ten weeks before the anticipated defense date. Once the thesis has been approved by the adviser, the student should submit the final draft of the thesis on the Gallatin Web site no less than four weeks before the defense date; the adviser-approved draft will be forwarded to the second and third readers, as well as to the School. Students conducting an artistic thesis that entails a performance must arrange to have the thesis committee members see the performance no less than one week before the defense date.

Members of the thesis committee will read the thesis before the defense, but generally will not provide feedback unless substantial revisions are required. If the student cannot make the requested revisions quickly enough, the defense date may be postponed.

Formal approval of the thesis will occur at the defense. Please note that it is also not unusual for the thesis committee to approve the thesis at the defense but still require revisions to the thesis (which the student will have 30 days to complete).

**The Thesis Defense**

At least four weeks before the anticipated defense date, the student negotiates a specific date and time with the three members of the committee; when that agreement has been reached, the student registers for the defense on the Gallatin Web site. On the appointed date, the stu-
dent defends the thesis in a one-and-a-half hour discussion with the three panelists. Once the student has passed the defense, he or she is eligible for graduation, assuming he or she has met all other requirements.

If the thesis committee asks for revisions, the student will have a specified amount of time to produce them and have them approved. (Such revisions may or may not set back the student’s graduation date, depending on how long they take.)

The thesis committee may also ask for minor editorial changes, which will not delay graduation. Students will have up to 30 days to make these changes and submit the final thesis to Gallatin. In some cases, the thesis committee may ask to see the revised thesis before it is added to the Gallatin Master’s Thesis Archive.

**THE MASTER’S THESIS SHOWCASE AND GALLATIN GRADUATE STUDENT RESEARCH CONFERENCE**

The Master’s Thesis Showcase and the Gallatin Graduate Student Research Conference feature performances and presentations by students who are completing their theses. Each spring, selected students have the opportunity to present their work before an audience of peers, faculty and administrators and family and friends. Students undertaking performance theses can perform excerpts of their projects, while students pursuing research or project theses can speak about their work. First-year master’s students are particularly encouraged to attend the showcase and the conference to see how other students have realized their ambitions. All students are also encouraged to participate in the work of organizing these events.

**PREREQUISITES**

By the time a student enrolls in Master’s Thesis and Defense, he or she should have completed the following:

1. the Master’s Thesis Seminar (CORE-GG2225);
2. the independent study Review of the Literature (CORE-GG2115), under the guidance of the adviser or another appropriate faculty member; and
3. the thesis proposal—ideally, the proposal should have been approved by the adviser and the thesis reviewer.

Please note that the process of conceiving and executing a thesis should actually begin well before the completion of 37 credits.
CORE COURSES

Proseminar: Globalization: Promises and Discontents
CORE-GG 2014 Lukose. 4 units
In popular and scholarly discourse, the term “globalization” is widely used to put a name to the shape of the contemporary world. In the realms of advertising, policymaking, politics, academia and everyday talk, “globalization” references the sense that we are now living in a deeply and ever-increasingly interconnected, mobile and speeded-up world that is unprecedented, fueled by technological innovations and geopolitical and economic transformations. Drawing on perspectives from history, anthropology, cultural and literary studies, geography, political economy and sociology, this course will explore theories, discourses, and experiences of globalization. Running through the course are three central concerns: 1) exploring claims about the “new-ness” of globalization from historical perspectives, 2) examining how a variety of social and cultural worlds mediate globalization and 3) analyzing a contested politics of globalization in which the opportunities for social mobility and transformation are pitted against renewed intensifications of exploitation and vulnerability along long-standing vectors of difference and inequality. While “globalization” is often touted as a “flattening” of the world, this course moves beyond such clichés to understand the intersection between large-scale transformations in political economy and culture in and through multiple cultural worlds situated unevenly on the world’s map.

Proseminar: Community Studies and Action
CORE-GG 2015 Moore. 4 units
This proseminar is designed for students interested broadly in social theory and practice, or more narrowly in community studies and/or community-based action, whether in the social services, education, the media, urban planning, grassroots organizing or political movements. It introduces them to interdisciplinary inquiry and action by using ‘community’ as an example of a complex idea in the social domain: exploring its varied meanings and manifestations from the perspectives of different kinds of theorists—sociologists, psychologists, anthropologists and historians, for example—and examining the ways different kinds of activists and professionals attempt to shape it. Readings, discussions and projects will engage students in understanding some of the dominant paradigms in social thought and approaches to social action. They will also be encouraged to apply these modes of inquiry and practice to their own goals and plans for the graduate program.
Proseminar: Popular Objects/Popular Subjects  
CORE-GG 2018 Hornick. 4 units

Historical and technological developments in media have changed the way we think about popular audiences – are they products or producers of culture? Is an audience a mass of subjects, or is it comprised of individuals who freely express personal tastes? This prosem-inar attempts to reach students with interests, practical or theoretical, in one or more of the following fields: media studies, literary and art criticism, history, sociology, anthropology, cultural studies and philosophy (particularly aesthetics). Our gaze will most often fall upon objects and events generated for transmission via mass media, but we will also consider other phenomena (as studied and documented, for example, in legal studies, ethnography, or star studies). Particular questions may concern such themes as: the difference between high and low art; the intersection of culture and politics; the globalization of culture, art as commodity and mass object; the value of fan studies and Henry Jenkins’s concept of “participatory culture;” and the place of desire, pleasure, and the perception of beauty in mass-produced or popular culture. Major class readings may include classic arguments by Max Weber, Karl Mannheim, Theodor Adorno, Raymond Williams, Stuart Hall, Pierre Bourdieu, Roland Barthes, Michel de Certeau, Michel Foucault and Edward Said.

Proseminar: Silent Subjects: Critique and the Limits of Language  
CORE-GG 2019 Huber. 4 units

This seminar introduces students to critique, a mode of questioning and a practice of analysis that exposes the actions of power and denaturalizes social and political hierarchies. In this context, and drawing on perspectives from history, literature, philosophy, and political and critical theory, this seminar will take up the difficulties of speaking and writing about silence in order to consider the importance of what is unsaid or unsayable for our formation as subjects. How are our psyches and social worlds formed around a multitude of silences—traumatic, enforced, and/or enabling? In Western philosophy and political thought silence has often been figured as the Other of speech and reason, and cast as the domain of the abject or excluded, or associated with catastrophic experiences at the limits of human reason (including the extremities of pain, violence, and death). In the context of this Continental tradition we will familiarize ourselves with recent scholarship on testimony and the “unspeakable,” while also critiquing the assumption that silence is necessarily solipsistic or signals only the failure of speech or freedom. Some silences are enjoined or imposed; others, like the recent silent protests of the indignados in Spain and Greece, propose alternative politics and constitute their own communities. Throughout we will consider how critique can help us recognize and account for the operations of silence and those other concealed or disavowed forces that are in fact inseparable from the everyday workings of language, knowledge, and ideology.
Proseminar: Studying Social Life: Theories and Methods  
CORE-GG 2022  Moore.  4 units  
For students whose programs include investigations of the social world, this course provides an opportunity to grapple with a variety of theoretical approaches to the study of individuals, groups, organizations, cultures and societies, and to engage several methods for conducting research in those realms. Depending on students’ interests and goals, the theoretical frameworks might include behaviorism (Watson, Skinner), interactionism (GH Mead, Blumer), constructivism (Piaget, Vygotsky, Bruner), conflict theory (Marx, the Frankfurt School), psychodynamics (Freud, Erikson), structuralism (Saussure, Levi-Strauss), and/or postmodernism (Foucault, Baudrillard). The class will explore the different premises, logics and arguments of various schools of thought. Moreover, members will conduct pilot-level research using methods appropriate to their own problematics: e.g., ethnographic observations, interviews, discourse analysis, document study, visual anthropology, psychometric tests, and/or case studies. The course will be a useful preliminary for students expecting to do a research thesis focused on questions about the social world.

Review of the Literature  
CORE-GG 2115  3 units  
In this required independent study, the student conducts an in-depth review of the literatures related to the projected thesis problem. The final critical essay identifies categories of pertinent studies; reports on major concepts, debates, trends and gaps; and places the thesis work in relation to these earlier investigations. Students should do the review when they (1) know the general area of the thesis and (2) have taken enough courses to have a solid background in the related fields.

Master’s Thesis Seminar  
CORE-GG 2225  4 units. Pass/fail only  
This course engages students in the conceptual and technical processes leading to a thesis: articulating a core problem, reviewing appropriate literatures, designing effective methods and constructing persuasive analyses. Students also learn academic writing skills; the conventions of scholarly discourse; strategies for building arguments; and the use of writing to explore ideas. Sections of the course focus on different thesis formats (research, artistic, project), but all take the student to the stage of preparing a thesis proposal. Students planning to enroll in this course must gain permission from the instructor.
Master’s Thesis and Defense
CORE-GG 2335 3 units. Pass/fail only
Students registering for this course meet in the beginning of the semester with the thesis reviewer to discuss the procedures for organizing and presenting the thesis. It then becomes an independent project with the student’s adviser to complete the thesis. Students are required to register for this course when they have completed 37 units in the M.A. program. This course is required for completion of the master’s degree program.

Thesis Advisement
CORE-GG 2340 1 unit. Pass/fail only
Students who do not defend the thesis successfully or have not completed the thesis during the semester in which they are registered for Master’s Thesis and Defense, CORE-GG 2335, are required to register for Thesis Advisement each semester (including the summer, for students graduating in September) until the thesis is defended. Credits earned through Thesis Advisement are not included in the 40-credit requirement for the master’s degree. The special tuition rate for Thesis Advisement is $400.00 plus a non-refundable registration and services fee.

ELECTIVE COURSES

The Shape of the Story: Content into Form
ELEC-GG 2545 King 4 units
How does the telling transform the story? And how can a story govern its own telling? In this course for writers of fiction and nonfiction, we’ll consider diverse storytelling strategies, looking at fiction, creative nonfiction and narrative poetry, and also viewing a few short films. Through exercises in both prose and poetry, we explore how a writer reimagines a project by making formal decisions about voice, genre, point of view, diction, even meter and rhyme. The intent is to move us away from our comfort zones, to help us draw invention from the unfamiliar and to broaden our literary palettes, so students should be prepared to be daring, open-minded and seriously playful. (Please note that while this is not a workshop in the conventional sense, the instructor will be available during office hours to discuss personal creative projects at the student’s request.) Readings will include works by Amy Hempel, Ryszard Kapuscinski, Vikram Seth, Vladimir Nabokov, Samuel Taylor Coleridge, Nicholson Baker, Robert Frost, David Foster Wallace, Marjane Satrapi, David Shields and others; also films by Su Friedrich, Maya Deren and Kenneth Anger.
Dramatizing History I
ELEC-GG 2575  Dinwiddie. 4 units
How does the dramatist bring alive an historical epoch to enliven a work for stage, film or television? What elements are essential to create a compelling narrative? Should the characters be actual people or fictionalized composites? And what ethical issues are raised in such decision making? In this arts workshop students will embark on a journey to bring alive and shape stories that hold personal significance. Whether the tales are connected to family, culture, gender or ‘race’ memory, there are certain steps that may enhance the creation and development of dramatic work based on historical information. The goal, based on the student’s work, is the fully develop the outline of the story. Readings may include such texts as Aristotle’s Poetics, Lajos Egri’s The Art of Dramatic Writing, Robert McKee’s Story Jeffrey Sweet’s The Dramatist’s Toolkit, and plays by David Henry Hwang, Lynn Nottage, Matthew Lopez and monologuist Michael Daisey, among others.

American Society and Culture in Transition
ELEC-GG 2720  Raiken. 4 units.
What changes in Post WWII American society led to the current economic crisis and political stalemate? For almost seven decades following World War II the United States and the industrialized Western World experienced unprecedented economic growth and geopolitical dominance. The Cold War, a period of superpower nuclear threat, tuned out unexpectedly to be a period of relative global security. The primary leader and beneficiary of the Cold War was the United States. More recently new and unforeseen eruptions of violence and major geopolitical clashes have caused threats to political stability. Mounting crises in American and European economies have brought about economic downturn, disruption and austerity, also threatening world economies. Conservative forces have reasserted their influence in American society and reignited the Culture Wars of the last four decades; American society and the world order are in radical flux. This seminar introduces the perspectives necessary for an interdisciplinary approach to social change and the our uncertain political, social and economic lives. Readings will include Dorothy Lee, Valuing the Self; Hannah Arendt, On Violence; John Kenneth Galbraith, The Good Society; Tony Judt, Ill Fares the Land; John Lanchester’s Why Everybody Owes Everybody and No One Can Pay; writings of Barrington Moore Jr., and economists such as Thorstein Veblen, Amartya Sen, John B. Taylor, Joseph Stiglitz and Paul Krugman.
Causes Without Borders

ELEC-GG 2730  Nesiah.  4 units

One of the most distinctive dimensions of contemporary globalization has been the flourishing of transnational activism. Causes, organizations and activist networks have crossed borders alongside capital, goods and labor to reshape the terrain of political engagement. This class examines the enabling conditions and (intended and unintended) consequences of this turn to transnational activism in relation to other dimensions of contemporary global governance. The course will focus on human rights initiatives, including international non-governmental organizations such as Amnesty International and transnational campaigns such as ‘Save Darfur’. Reading important critical interventions of the last decade, the class will collectively analyze how different approaches mobilize and challenge different actors, causes and alternative imaginings of ‘the global’. The course is open to graduate students and advanced undergraduates. Readings are likely to draw from Sydney Tarrow, Clifford Bob, Daniel Bell, Kathryn Sikkink, Sally Merry, Stephen Hopgood, Mahmoud Mamdani, Kamari Clark, Wendy Hesford and Valerie Sperling.

STUDY ABROAD

Both NYU and Gallatin are working to develop more opportunities for graduate students to study abroad. Many of these opportunities will take the form of two- to four-week travel courses offered in the winter or summer Intersessions. For more information, contact Gallatin’s Office of Global Programs at gallatin.global@nyu.edu.
Registration, Matriculation and Attendance

I. REGISTERING FOR CLASSES

Academic Advising
Each Gallatin student works closely with a faculty adviser who shares the student’s intellectual interests. Together they design an individualized program intended to fulfill the student’s academic, professional and personal goals. The adviser plays a central role in shaping this program. Students meet with their advisers throughout each term to discuss their progress in courses and registration for the coming term. Advisers help students choose courses from the various programs available at NYU and pursue individualized projects through independent studies, tutorials, internships and private lessons.

Students are required to secure their advisers’ signatures on a variety of Gallatin forms, including the Graduate Plan of Study form; proposal forms for independent studies, tutorials, internships and private lessons; and all petitions. Advisers also serve as the grading instructor for internships and private lessons and approve the thesis proposal and the thesis. During the registration period, students should prepare for meetings with their advisers by consulting the course information available on Albert and the Gallatin Web site. For full NYU course descriptions, students are expected to consult the bulletins of the individual schools or directly consult the Web site of the program, department or school in which the course is offered.

Gallatin faculty and staff are committed to finding the best possible adviser for each student, but occasionally students find it is in their best interest to request a change of adviser because of a shift in the area of concentration, faculty sabbaticals, etc. Graduate students wishing to request such a change can file a Change of Adviser Request form, available on the Gallatin Web site or at the Gallatin Office of Academic Advising.

Registration Timetable
Registration for incoming students occurs after the Gallatin orientation for incoming M.A. students. Registration for continuing students begins in mid-April for the fall term, early November for the January session, mid-November for the spring term and early February for the summer term. Up-to-date information about how to register is provided by the University Registrar and the Gallatin Office of Student Services each semester.
**Graduate Plan of Study**

Gallatin students use a special registration form called the Graduate Plan of Study. The purpose of this form is to encourage focused conversation between the student and the adviser about a student’s progress and goals. In addition to recording their course selections, this form helps students and their advisers calculate their degree progress, and it also asks students to describe their short- and long-term goals, their academic interests and areas of concentration and their plan for completing the degree. Before the student is permitted to register each semester, the student’s adviser must approve the Plan of Study.

**Cross-School Registration**

Gallatin students may take courses throughout the graduate programs of NYU and are required to meet the prerequisites of any courses they take in other schools of the University. Students should note that certain departments and programs may restrict courses to majors only. For a listing of NYU programs available to Gallatin graduate students, please see the NYU Graduate Programs chart on pages 69–71. For information about taking courses outside of NYU, see External Study on page 93.

**Clearance at the Gallatin Office of Student Services**

To be cleared for registration, each student must submit a Graduate Plan of Study form with all necessary approvals, including the adviser’s signature, at the Gallatin Office of Student Services. The Office of Student Services will clear each student electronically to register. Students should be advised that Gallatin will not clear a student for registration without the adviser’s approval.

**Albert**

Students who have been cleared to register are expected to enroll in classes through NYU’s Web-based registration and information system, Albert, via NYUHome. Students also use Albert to gain access to their academic, personal and financial records. For more information on the functions available on Albert, students may visit the Web site of the Office of the University Registrar.

**Late Registration**

Students who fail to meet registration deadlines will be charged late registration and payment fees after the first week of classes, as published by the Office of the Bursar. To register after the second week of classes in the fall and spring terms, students must obtain written permission from each of their instructors and must register in person at the Gallatin Office of Student Services. Students registering late are encouraged to seek assistance from the Office of Student Services as soon as possible.
Paying Tuition
Students who enroll for courses will receive an e-mail, at their official NYU e-mail address, notifying them that a tuition bill (E-Bill) is available to view. The University does not send paper bills via U.S. mail. Students can also invite parents or other authorized users to create their own E-Billing user profile. Students who do not meet payment deadlines will be assessed finance charges. Please note: The fall and spring graduate student payment deadline is after the University’s deadline to receive a 100-percent tuition refund for dropping classes. Graduate students who drop classes after the second week of fall or spring classes are liable for tuition charges. For more information about E-Billing, payment options, deadlines for payment and tuition refunds, visit the Office of the Bursar’s Web site.

Registration Deadlines
Specific registration deadlines for each semester are available on Gallatin’s Web site.

II. CHANGING THE COURSE SCHEDULE
Changes to a student’s academic program should always be discussed with the student’s adviser. While advisers are not required to give official approval for changes made after the course schedule has been approved, the discussion of such changes maintains the integrity of the advising process. Students wishing to change their course schedules after submitting them may do so by accessing Albert and following the procedures below for adding and dropping courses. Students are expected to monitor payment and refund deadlines and will be held responsible for all charges incurred.

Adding Courses
For the fall and spring terms, students may add a course using Albert until the last day of the second week of classes. During the third full week of classes in the fall and spring terms, a course may be added in person at the Gallatin Office of Student Services only if the student obtains written permission on the appropriate departmental form or on University stationery from the instructor of the course. Adding courses after the third full week of fall or spring classes is not permitted.

Dropping Courses
Students who plan to remain enrolled in classes but who wish to drop one or more courses are able to perform this function on Albert while the Registration menu option is active for the semester. After the Registration function is deactivated on Albert, students must come in person to Gallatin’s Office of Student Services to drop a course. Students must be aware that merely ceasing to attend a class does not constitute an official drop, nor does notification to the instructor.
**Students who need to drop all of their courses and withdraw from a semester, should refer to page 95, Withdrawal.**

Until the last day of the third week of classes for the fall and spring semesters, and until the third day of classes for the six-week summer sessions, dropped courses do not appear on the student’s transcript. Courses dropped during the fourth through the ninth week of classes for the fall and spring semesters, and from the fourth day of classes through the last day of the fourth week of classes for the six-week summer sessions, are recorded with a grade of “W” (Withdrawal), which cannot be removed from the official record. After the ninth week of classes for the fall and spring semesters and the last day of the fourth week of classes for the six-week summer sessions, students may not withdraw from a course. For a complete listing of withdrawal deadlines for all sessions, refer to the chart above. For more information about the grade of “W,” see pages 95 and 97-98.

Refunds for dropped courses are subject to the University refund schedule as published on the web site of the Office of the Bursar. Students who plan to remain enrolled in classes but who wish to drop one or more courses will receive a full refund of tuition and fees for courses dropped during the first two weeks of the fall and spring semesters. After the second week of classes for the fall and spring semesters, or after the first week of classes for the six-week summer sessions, students are charged full per-unit tuition for adding courses in place of withdrawn courses of equal value. Therefore, students should consult with the Office of the Bursar before attempting to withdraw from one course and add another course. For more information about dropping courses and refund of tuition, students should refer to page 112.

Students receiving financial aid are expected to maintain satisfactory academic progress toward degree requirements. See “Eligibility for Financial Aid” on page 115 for more information about satisfactory academic progress. Because dropping courses could negatively...

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**DEADLINES FOR DROPPING COURSES WITH A GRADE OF W**

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Last day to withdraw (grade of W) from a course</th>
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</thead>
<tbody>
<tr>
<td>1 week</td>
<td>Third day of the session</td>
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<tr>
<td>2 weeks</td>
<td>Sixth day of the session</td>
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<tr>
<td>3 weeks</td>
<td>Last day of the second week of the session</td>
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<tr>
<td>4 weeks</td>
<td>First day of the third week of the session</td>
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<tr>
<td>5 weeks</td>
<td>First day of the fourth week of the session</td>
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<tr>
<td>6 weeks</td>
<td>Last day of the fourth week of the session</td>
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<tr>
<td>7 weeks</td>
<td>First day of the fifth week of the session</td>
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<tr>
<td>8 weeks</td>
<td>Last day of the fifth week of the session</td>
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<tr>
<td>9-10 weeks</td>
<td>Last day of the sixth week of the session</td>
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<td>11-12 weeks</td>
<td>Last day of the seventh week of the session</td>
</tr>
<tr>
<td>13-14 weeks</td>
<td>Last day of the ninth week of the session</td>
</tr>
</tbody>
</table>
affect satisfactory academic progress, students should consult with the Office of Financial Aid before dropping courses.

International students are required to be registered for full-time course work (see Full-Time/Part-Time Status, below). Because dropping courses could affect a student’s full-time status, all international students should consult with the Office for International Students and Scholars.

III. FULL-TIME/PART-TIME STATUS

The programs and courses offered at the Gallatin School are designed for students who attend courses during the day or the evening, on a full-time or part-time basis. During the fall and spring semesters, full-time status requires a minimum of 12 units of course work per term. Students who register for 11 units or fewer during these terms are considered part time. Financial aid awards are contingent on a student making satisfactory academic progress toward the degree. Students who complete fewer than 6 units in a fall or spring term may not be eligible for federal loans or financial aid. Information about full-time and part-time standing and satisfactory progress guidelines is available from the Office of Financial Aid.

Full-time or half-time equivalency may be granted to a student taking fewer than the required number of units under certain conditions: a student who is working full time on the thesis and is registered for either Thesis and Defense or Thesis Advisement; a student who is taking the last units needed for the degree, excluding the 3 units for Thesis and Defense; a student working as a graduate assistant or research assistant for at least 20 hours per week; or a student who is taking an approved graduate class at another university through concurrent registration (see External Study, below). Students who wish to apply for equivalency must submit the Full-Time and Half-Time Equivalency form no later than two weeks before the first day of classes in the semester for which equivalency is requested.

Please note: Equivalency is used to help students retain their eligibility for loans, but it does not make a student eligible for scholarships. Scholarship funding can be used ONLY to cover the actual cost of tuition generated by enrollment in courses, the actual number of units for which a student is enrolled. Equivalency status does not grant full-time status for scholarship purposes, thus students receiving a scholarship would not be eligible to retain the scholarship based on equivalency. Please note that during the semester in which you are registered for Master’s Thesis and Defense or Thesis Advisement, you will be registered for fewer than six units and, therefore, not able to receive a Gallatin scholarship. You may still, however, be eligible for loans. Please consult the Office of Financial Aid, at 212-998-4444, for more information.

International Students: International students are required to be registered for full-time course work. For more information about the policies governing international students, contact the Office for International Students and Scholars.
IV. TIME LIMIT TO COMPLETE DEGREE

Graduate students must complete all degree requirements within a period of six years from the first semester of matriculation at Gallatin.

For students who are readmitted, the original period of matriculation is counted toward the six-year limit; the hiatus is not counted, and the clock resumes upon readmission.

V. ATTENDANCE

Although the Gallatin administration does not supervise attendance of classes, it supports the standards imposed by instructors. Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may be given a final grade of F.

Religious Holidays

New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.

2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination or assignment deadlines missed on that day or days.

3. If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be permitted the opportunity to make up any examination or to extend any assignment deadline missed on that day or days. No fees of any kind shall be charged by the University for making available to the student an opportunity to make up examinations or to extend assignment deadlines.

4. No adverse or prejudicial effects shall result to any student who avails him- or herself of the provisions of the resolution.

VI. FINAL EXAMINATIONS

Examinations must be taken at their regularly scheduled times. If two examinations are scheduled for the same time, the student should make arrangements with one of the instructors for an alternative date. A student who cannot take the final examination at the scheduled time must discuss the reasons for missing the examination with the instructor and may be required to submit a doctor’s note or other documentation. The instructor may
provide a makeup examination for the student or require other work as a substitute. If the makeup examination cannot be completed by the end of the semester, the instructor may give a grade of incomplete. Incompletes are not awarded automatically.

VII. EXTERNAL STUDY

A graduate student in academic good standing may be permitted to take credit-bearing graduate-level courses at an institution other than NYU if the courses fit logically into his or her program. All such course work must be approved in advance by both the student’s primary adviser and the Gallatin Office of Global Programs.

VIII. MAINTAINING MATRICULATION

All students are required to be registered in every fall and spring semester from the time of admission until the degree is completed and the diploma is posted. If a student does not register for classes in a fall or spring term (provided the student has not yet registered for Master's Thesis and Defense; please see below for information about the registration procedure following enrollment for Master's Thesis and Defense when the thesis is not completed), then the student must register to maintain matriculation. This registration status allows students to maintain their eligibility to register for the following semester without applying for readmission. Graduate students may maintain matriculation for a maximum of two semesters. Maintaining matriculation carries a fee of $75 per semester, plus a nonrefundable registration and services fee. Please see pages 109-111 for the fee schedule.
Students may not register to maintain matriculation after they have registered for Master’s Thesis and Defense. After registration for Master’s Thesis and Defense, students must register for Thesis Advisement, a 1-unit course that is not included in the 40-unit requirement for the master’s degree. (For more information about Thesis Advisement registration, see page 78, Matriculation Policy.) Note that students who have been readmitted may not register to maintain matriculation during their first semester back at Gallatin.

While maintaining matriculation, a student may not attend another college or university, except when the student has received approval for external study (see above). Students are not required to maintain matriculation during the summer sessions.

Students who register to maintain matriculation are not considered full-time students and should be aware that this registration status can affect their financial aid, health insurance and student housing. Students who maintain matriculation are not eligible for financial aid and may be required to begin student loan repayment. Students who receive financial aid, including loans, grants and scholarships, are therefore advised to contact the Office of Financial Aid before registering to maintain matriculation. Students enrolled in a parent’s or guardian’s health insurance plan should contact the insurance carrier directly for information about eligibility requirements; full-time standing is sometimes a condition of eligibility.

Students who register to maintain matriculation are also not permitted to live in University housing. Students planning to live in campus housing in the future should contact the Department of Residential Life and Housing Services.

IX. LEAVES OF ABSENCE

A student may request a leave of absence through Gallatin’s Office of Student Affairs, either in person or in writing. Leaves may be granted for medical reasons, personal hardships, military service or other like situations and are generally for no longer than two consecutive semesters. When a leave is granted, the student is not required to maintain matriculation; nor will the student be required to apply for readmission so long as he or she returns to the School within the specified time. Students on leave are required to meet all financial aid and housing deadlines, and they may be eligible to purchase NYU health insurance. While on leave, a student may not attend another college or university and may not access New York University facilities unless written permission from the Associate Dean of Students or a representative has been issued. A student on a medical leave of absence is subject to procedures for submitting documentation prior to return. If a student is on probation when a leave is granted, the student returns to the School on probation.

A student may not be granted a leave of absence during the first semester of enrollment in Gallatin. Students who have been readmitted may not receive a leave of absence during their first semester back at Gallatin.
X. WITHDRAWAL

Students who wish to withdraw from all of their courses for the semester, students who wish to withdraw completely from Gallatin, and students who must withdraw for medical reasons or other extenuating circumstances must follow a formal process. The process begins with submitting a request on Albert to withdraw from all classes and is not completed until the student receives guidance and further instructions from the Gallatin Office of Academic Advising. Students must be aware that merely ceasing to attend a class does not constitute an official withdrawal, nor does notification to the instructor.

Students who plan to remain enrolled in classes but who wish to drop one or more courses should refer to pages 89-91, Dropping Courses.

Until the last day of the third week of classes for the fall and spring semesters, and until the third day of classes for the six-week summer sessions, dropped courses do not appear on the student’s transcript. Courses dropped during the fourth through the ninth week of classes for the fall and spring semesters, and from the fourth day of classes through the last day of the fourth week of classes for the six-week summer sessions, are recorded with a grade of “W” (Withdrawal), which cannot be removed from the official record. After the ninth week of classes for the fall and spring semesters and the last day of the fourth week of classes for the six-week summer sessions, students may not withdraw from a course. For a complete listing of withdrawal deadlines for all sessions, refer to the chart below. For more information about the grade of “W,” see pages 95 and 97-98.

Dropping or withdrawing from courses will be subject to the University refund schedule. For more information about dropping courses and refund of tuition, students should refer to page 112.

Students receiving financial aid are expected to maintain satisfactory academic progress toward degree requirements. For more information, see “Eligibility for Financial Aid,” page 115. Because withdrawing from courses could negatively affect satisfactory academic progress, students should consult with the Office of Financial Aid before withdrawing from courses.

International students are required to be registered for full-time course work (see Full-Time/Part-Time Status, page 91). Because withdrawing from courses could affect a student’s full-time status, all international students should consult with the Office for International Students and Scholars.

XI. PETITIONS AND APPEALS

Students may petition to waive a rule or policy by submitting a Petition form, available at Gallatin’s Office of Academic Advising and Office of Student Services. Petitions are reviewed by the directors of the M.A. program. In any case in which a student wishes to appeal a petition decision, he or she may provide further information and request reconsideration of the decision.
I. GRADES

Final grades for each semester are available through Albert. To receive credit for a course, students must meet the requirements for attendance prescribed by the instructor and satisfactorily complete all papers, examinations and other requirements prescribed by the instructor.

The Cumulative GPA

All grades applicable to the Gallatin M.A. degree and earned while a student is matriculated at New York University are recorded on the transcript and computed in the cumulative grade point average. Grades earned at other institutions are not recorded on the NYU transcript; nor are they computed in the GPA.

Computing the GPA

The grade point average can be calculated by determining the total of all grade points earned (quality points) and dividing that figure by the total number of units completed (quality hours). For example: a student who has completed 8 units of A (4.0), 4 units of B (3.0), and 3 units of C (2.0) has a grade point average of 3.33. This is obtained by first determining the total of all grade points earned by adding 8 (units of A) x 4 (the point value of A), 4 (units of B) x 3 (the point value of B), and 3 (units of C) x 2 (the point value of C). The total, 50, represents the total of all grade points earned. This sum is then divided by 15 (the total number of units completed) to give the grade point average of 3.33.

Minimum GPA Requirements

Graduate students are required to maintain a minimum cumulative grade point average of 3.0 (B average). See Academic Standing (page 100) for information on probationary policies.

Course Withdrawal (W)

The grade of W indicates an official withdrawal of the student from a course and cannot be assigned by the course instructor. Students should refer to the Web site of the Office of the Registrar, www.nyu.edu/registrar, for specific withdrawal dates for each semester. W is a neutral mark, indicating only that a student has withdrawn from a course. The grade of W is not factored into a student’s GPA. See Withdrawal (pages 95) for information on the regulations and procedures for officially withdrawing from courses.

Students receiving financial aid: Grades of W can negatively affect a student’s satisfactory academic progress required for aid eligibility. For more information, students should refer to
Incomplete (I)

The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work but that there is a possibility that he or she will pass the course when all the requirements have been met. The student must request an incomplete from the instructor before the grades are due; it is not awarded automatically. If the written request is not made, the instructor will submit a final grade based on work completed to that point. If the instructor grants the request, the student must complete the necessary work by the date specified by the instructor. For Gallatin courses, this date can be no later than the end of classes in the following term (i.e., by the end of the spring term for a fall or January course or by the end of the fall term for a spring or summer course). For courses offered by other NYU schools, students should confer with the department to confirm the duration of a grade of I (incomplete). This deadline will apply even to students who maintain matriculation the following term. Extensions of these deadlines are rarely granted and must be requested in writing before the final work is due; the extensions must be approved by the course instructor and the Deans’ Office. If the required work is not completed by the final deadline, the temporary grade of I will become an F, which will be computed into the student’s grade point average. This F will not be removed from the transcript under any circumstances.

For courses taken outside of Gallatin, students should consult the appropriate bulletin to ascertain the policy of that school or department regarding the time limit on incomplete grades.

Students receiving financial aid: Grades of incomplete can negatively affect a student’s satisfactory academic progress required for aid eligibility. For more information, students should refer to “Eligibility for Financial Aid,” page 115, or visit the Web site of the Office of Financial Aid at www.nyu.edu/financial.aid.

Pass/Fail Grades (P/F)

Graduate students may not choose to take a course that is given for a letter grade on a pass/fail basis. However, several Gallatin courses must be taken on a pass/fail basis: private lessons, Master’s Thesis Seminar, Master’s Thesis and Defense and Thesis Advisement. All other University and Gallatin courses, as well as independent studies, tutorials and internships, are graded and may not be taken pass/fail unless the course is offered on a pass/fail basis only.
Repeating a Course
Students seeking to improve their grade point average may repeat a course. Both courses and grades will be recorded on the transcript, but only the latter of the two grades will be computed in the grade point average. A student who has earned credit for a course may repeat it once but will not receive additional credit. Students should be aware that certain graduate schools will count both grades in the average.

II. STUDENT RECORDS

The Office of the University Registrar maintains all New York University students’ official educational records. The Gallatin School maintains student files that are used by School personnel to review a student’s progress. Gallatin School files are available to the student’s adviser. Both the official educational record and the Gallatin files are protected by the Family Educational Rights and Privacy Act (FERPA).

Transcripts
Official copies of a student’s University transcript can be requested when a stamped and sealed copy of his or her academic record is required.

Students with a valid NetId who attended NYU after 1990 can request an official transcript on Albert. The Official Transcript form can be found under the My Academics section of the Student Center. Current students are also able to access their grades and view their unofficial transcripts on Albert.

Students who attended NYU prior to 1990 can use the Secure Online Transcript Request Form on the registrar’s Web site. Once you log in to the request form with your NetId and password, it will authenticate you as a student; a signed consent form is not required. Transcripts may also be requested in person at the Registrar’s Office. More information about official transcripts is available on the Registrar’s Web site at www.nyu.edu/registrar.

Enrollment and Graduation Verification
You can view/print your own enrollment certification directly from Albert using the integrated National Student Clearinghouse student portal. This feature can be accessed from the “Student Center” link on the Albert homepage. Eligible students are also able to view/print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of your status as a good student (based on your cumulative GPA).

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information: University ID number, current name and any name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation and the full name and address of the person or institution to which the verification is to be sent. Please address your request to Office of the University Registrar, Transcript and Certification Department, New York University,
III. ACADEMIC STANDING

Students are expected to maintain a status of academic good standing. The Gallatin Faculty Committee on Advisement and Policies reviews student records throughout the academic year to identify those students who may be falling below the academic standards set by the Gallatin School. The committee may summon students with unsatisfactory records to discuss their academic progress and to determine whether, and under what circumstances, they may continue in the School.

Academic Good Standing

Graduate students are considered to be in academic good standing when their current and cumulative grade point averages are above 3.0 (B average) and if they have not accumulated an excessive number of incomplete grades. Students should also maintain satisfactory progress toward their degree by completing, with satisfactory grades, more than half of the courses and units for which they register in any semester. Students newly admitted are presumed to be in academic good standing, unless they were admitted on a probationary status.

Students whose grade point average or accumulation of incomplete grades suggests potential problems may receive an informal letter cautioning them about their situation and advising them to speak with their adviser; this notification does not appear on the students’ academic record.

Probation

Students with unsatisfactory academic records are placed on probation under the following circumstances: if the current grade point average falls below 3.0, if the cumulative grade point average falls below 3.0, or if the student accumulates 8 or more units of incomplete. Students who have an excessive number of withdrawals may also be placed on probation.

When a student is placed on probation, a letter is sent to the student, the student’s adviser and the Office of the University Registrar. This letter will specify the period of time the student has been given to improve his or her academic standing, the minimum grade point average the student must earn in the subsequent semester and any other conditions the Gallatin Faculty Committee on Advisement and Policies determines to be appropriate. The designation “Probation” is placed on the student’s transcript.

The student may be required to submit a statement to the committee explaining his or her poor academic performance and stating his or her plans to reverse the decline in grades. In some cases, the committee may summon the student to appear in person.
While the student is on probation, certain conditions and restrictions may be placed on his or her academic program. For example, the student may be prohibited from taking a course outside of NYU or registering for independent studies, tutorials, internships or private lessons. The committee may also limit the maximum number of units per term for which the student can register.

Students on probation cannot participate in extracurricular activities, hold office in any University club or organization or represent the University in any athletic or nonathletic event. Students on probation should be aware that they are usually ineligible for financial aid.

A Dean’s Hold is placed on all registration activity for students on probation. The Dean’s Hold may be removed only after a probation interview. The probation letter will inform the student of how to schedule this interview.

**Academic Dismissal**

If a student fails to meet the terms and conditions of probation, he or she may be dismissed from the University. Students who are dismissed from the School for poor academic performance will be informed in writing by registered mail. The Gallatin Faculty Committee on Advisement and Policies will also notify the Office of the University Registrar, the Department of Housing, the Office of Graduate Admissions and the student’s adviser. Students who have paid tuition for the next term at the time of their dismissal will receive a full refund of tuition and fees.

**Appeal**

A student may appeal the committee’s decision of academic dismissal if the student believes his or her dismissal was the result of an administrative error or if the student can offer compelling reasons for his or her academic standing. The student must request an appeal within 15 days from the date of the dismissal decision. This request must include a personal statement explaining the student’s poor academic performance and showing the committee compelling reasons why the student should not be dismissed. The student may be asked to meet in person with the committee. The decision reached by the committee is binding.

**IV. ACADEMIC INTEGRITY AND DISCIPLINARY ACTIONS**

Gallatin students belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility and integrity. Failure to uphold these values will be subject to severe sanction. To learn about the school’s complete policy and rules of procedure, please review the Academic Integrity section of the Gallatin Web site, which includes a link to a detailed description of the Student Discipline Rules.
V. GRADUATION

Conferral of Degrees
All Gallatin graduate students receive a Master of Arts degree in individualized study. Degrees are awarded in May, September and January, and both the Gallatin Graduation and University Commencement ceremonies take place in May.

Graduation Application
Students must apply for graduation on Albert. To graduate in a specific semester, students must apply for graduation within the application deadline period indicated on the Office of the University Registrar’s graduation deadlines calendar. Students may view the graduation deadlines calendar and other information about graduation on the Office of the University Registrar’s Web site at www.nyu.edu/registrar. It is recommended that students apply for graduation no later than the beginning of the semester in which they plan to complete all program requirements. If a student does not successfully complete all academic requirements by the end of the semester, he or she must reapply for graduation for the following cycle.

VI. UNIVERSITY POLICIES AND CAMPUS SAFETY

Students are required to abide by the policies established by the University. For more information on these policies, please see http://www.nyu.edu/about/policies-guidelines-compliance.html.

Immunization Requirements
New York State Public Health Law 2165 and 2167 and/or New York University require that all students (graduate, undergraduate and transfers and returning students who, to date, have not complied) taking six or more units in a degree-granting program must provide proof of immunity to measles, mumps and rubella and acknowledge receipt of information regarding the disease meningitis or provide proof of meningitis vaccine.

If you are not in full compliance, New York State requires that the University exclude you from attending classes 30 days after the first day of class for New York State residents and 45 days after the first day of class for out-of-state and international students.

For more information, please email health.requirements@nyu.edu.

Campus Safety
In accordance with federal regulations, New York University annually publishes its Campus Security Report. A copy of this report is available by visiting www.nyu.edu/public.safety/policies.
Admission

Admission to the graduate program of the Gallatin School is open to qualified applicants who hold a bachelor’s degree from an accredited undergraduate institution or the equivalent international credentials. Students in Gallatin come from a wide range of undergraduate disciplines. A strong academic background is expected, and specific undergraduate preparation and/or professional experience in the student’s field of interest is required. Students who enter the program with clear and focused goals benefit the most from its individualized structure.

Candidates for admission are evaluated on the basis of their academic and professional background as well as on their potential to succeed in an individualized program of study of either a professional, scholarly or creative nature. The School considers the candidate’s academic record, the Statement of Purpose, the applicant’s professional experience (if relevant) and the letters of recommendation. Applicants may also submit any documentation or materials that they feel will allow the Admissions Committee to better understand their records of accomplishment.

In some cases, a personal interview may be required. The Gallatin School does not require standardized test scores such as the Graduate Record Examination (GRE), but applicants who have taken such examinations may submit their scores.

Applicants with international credentials and/or nonimmigrant visas should see page 106. See also Office for International Students and Scholars, page 131.

LEARNING ABOUT GALLATIN

Information Sessions. Gallatin regularly holds information sessions throughout the year. It is recommended that prospective applicants attend an information session to learn more about Gallatin and New York University. For a schedule of information sessions, visit the Gallatin Web site.

NYU Guest Accommodations. Prospective students and their families visiting New York are invited to stay at the Club Quarters, a private hotel convenient to the University. Club Quarters Downtown, a 280-room, private, first-class business hotel, is located in the Wall Street area of Manhattan. By special arrangement with NYU, it offers moderately priced, quality accommodations for University-affiliated guests. Features include a customized NYU floor and lounge decorated to highlight the University’s presence in New York. Rates are well below those for comparable accommodations in Manhattan. On week-
ends, visitors are welcome to use Club Quarters Midtown. Near Fifth Avenue, it is close to shopping, Broadway theaters and Rockefeller Center. For information and reservations, call 212-575-0006 or visit www.nyu.edu/about/visitor-information/hotels.html to learn of other nearby hotels.

THE ADMISSION PROCESS

Candidates for admission to the M.A. program should submit the following to the Office of Graduate Admissions, Gallatin School of Individualized Study, New York University, 1 Washington Place, 8th Floor, New York, NY 10003-6806:

1. Graduate Application for Admission (online application available at the Gallatin Web site)
2. Official transcripts from all colleges and universities attended
3. Statement of Purpose

Students applying to Gallatin should have a clear focus for their area of concentration at the
time of application. Their individually tailored curriculum will be refined in consultation with a faculty adviser after the student has enrolled, but the Statement of Purpose should reflect the major components of the proposed program as well as a design for integrating these components. To this end, applicants should research the resources of relevant departments at NYU and identify the kinds of courses that would be useful for developing the concentration.

4. Two faculty letters of recommendation
For students who have not recently been enrolled in a college or university, the letters of recommendation may be submitted by employers, supervisors or others for whom the student has worked professionally.

5. Nonrefundable $50 application fee.

Admission Application Deadlines
Students may begin their studies in the fall or spring semester. The Gallatin School does not typically offer summer admission for graduate students. Under rare circumstances, a student may begin in the summer term. Students may contact Gallatin’s director of enrollment to discuss this policy.

The application deadlines are as follows:

Fall Term
The Gallatin School has two application deadlines for the fall:

- **January 15** Fall Priority Deadline (applications received by this date will be given priority for financial aid and housing consideration)
- **January 15** Fall International Student Deadline
- **March 1** Fall Deadline

Spring Term
- **November 1** Spring Deadline

Applications may be submitted before the deadlines. It is recommended that students apply early for financial aid and housing consideration. Applications received after the deadline will be considered at the discretion of the Admissions Committee.

Financial Aid Application
All students applying for any form of financial aid must submit the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application students must complete to be considered for most student aid programs. Students must apply electronically via the FAFSA Web site at [www.fafsa.gov](http://www.fafsa.gov). There is no fee charged to file the FAFSA. Students must include
the NYU federal school code number 002785 in the school section of the FAFSA to ensure that their submitted information is transmitted by the processor to New York University.

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit www.hesc.com. Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University.

The deadlines to submit the FAFSA are:

- **November 15**  Students beginning in the spring semester
- **March 1**  Students beginning in the fall semester

Students who submit the FAFSA after the deadline will be reviewed for financial aid consideration, but priority for financial aid consideration will be given to applicants who have submitted the FAFSA by the appropriate deadline.

**Applying for On-Campus Housing**

On-campus housing is available for full-time students only. Residence halls for graduate students are apartment-style with private bath and kitchen. For additional information, please visit the Web site for the Office of Residential Life and Housing Services at www.nyu.edu/housing.

**Off-Campus Housing**

NYU Off-Campus Housing Services assists students in their search for information about non-University housing options. Admitted students may visit the Web site at www.nyu.edu/life/living-at-nyu/off-campus-living.html.

**Applicants with International Credentials**

The following application deadlines apply for applicants with international credentials:

- **Fall Term**  January 15
- **Spring Term**  November 1

Applications may be submitted before the deadline. Applications received after the deadline will be considered at the discretion of the Admissions Committee.

All students with international credentials must submit official documents or certified photocopies; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is characterized by an original signature of the registrar or other designated school officials or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. All documents in languages other than English must be accompanied by certified English translations. Applications will not be reviewed until all supporting papers have been received by the Gallatin Office of Graduate Admissions.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCOE) online will be included in the acceptance packet.
Appropriate evidence of financial ability must be submitted with the AFCOE to the Office for International Students and Scholars in order for the appropriate visa document to be issued. If the applicant’s studies are being financed by means of his or her own savings, parental support, outside private or government scholarships or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support. Students holding F-1 visas may not work. New students may wish to view the multimedia tutorial for new international students at http://www.nyu.edu/oiss/documents/tutorialHome/index.htm.

See also Office for International Students and Scholars, page 131.

It is essential for the student to understand and be able to communicate in English. To measure this ability, every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Information concerning this examination may be obtained by writing directly to TOEFL/ETS, P.O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.org. Each student must request that his or her score on this examination be sent to the Office of Graduate Admissions, Gallatin School of Individualized Study, New York University, code 2569.

**Advanced Standing Transfer Applicants**

Gallatin welcomes applicants who have done some work in another graduate program, either within NYU or at another institution. A maximum of 12 units (combined with course equivalency credit) may transfer. Courses must have been taken at the graduate level and be equivalent to those offered by the graduate divisions of New York University, consistent with the student’s program of study in the Gallatin School, completed with a grade of B or better, not applied to another degree and earned in the classroom at an institution of established academic reputation.

University policy dictates that units over 10 years old are not transferable. Students with advanced standing who wish to transfer credit toward their degree in the Gallatin School must complete the Request for Transfer Credit form, which can be found on the Gallatin Web site, within the first year of matriculation.

**Graduate Course Credit**

For graduates of Gallatin’s B.A. program, 6 units earned in graduate-level courses may be applied toward the Gallatin School M.A. program as transfer credit, providing that the units earned are in excess of those used to meet the requirements for the undergraduate degree. Students must request that their course work be reserved for graduate credit at the time they register for their courses as a Gallatin undergraduate. The transfer of credit is not automatic, and all courses must adhere to the transfer credit policies of the M.A. program (see above). Graduate students will receive credit only for graduate-level courses. No undergraduate courses may be applied for credit toward the M.A. degree.
Orientation

All entering Gallatin students are required to attend a Gallatin orientation session prior to meeting with an adviser and proceeding with registration. Invitations to orientation, with details of times and locations, are sent soon after students have been admitted.

Gallatin M.A. student orientations are scheduled before the start of each semester, starting in late April for fall enrollment and in December for spring enrollment. Orientation to New York University and to New York City takes place during all-University orientation, scheduled for the week before the start of the fall semester. For further details about all-University orientation, consult http://www.nyu.edu/life/events-traditions/welcome-week.html.

Readmission

Students are required to maintain continuous enrollment in Gallatin by registering for classes or by maintaining matriculation by fee; if they do not register during a semester, they are withdrawn from the University and must apply for readmission by completing the Graduate Application for Readmission. Readmission is not guaranteed. To obtain the Application for Readmission, students should visit the Gallatin Web site. Students who are readmitted are subject to the requirements, rules and policies of the Gallatin School in effect at the time of readmission.

Students who have been readmitted may neither register to maintain matriculation nor request a leave of absence during their first semester back at Gallatin.

The following application deadlines apply for readmission:

- **Fall Term**        **July 1**
- **Spring Term**      **November 1**
- **Summer Term**      **April 1**
The Gallatin School of Individualized Study Graduate Program charges tuition on a per-point basis. Following is the schedule of fees established by the Board of Trustees of New York University for the year 2012-2013. The Board of Trustees reserves the right to alter this schedule without notice.

All fees are payable by the payment date listed at www.nyu.edu/bursar/paymentdeadlines. A listing of tuition and fees can be found at www.nyu.edu/bursar/tuition.fees/. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar. See the Bursar Office Web site for more information.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until the payment is received.

**Arrears Policy**

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

**Diploma Arrears Policy**

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

**TUITION AND EXPENSES**

**Tuition, per point, per term** ................................................................. $1,437.00

**Fall term 2012:** Nonreturnable registration and services fee, first point............. $434.00

Nonreturnable registration and services fee, per point, for registration after first point .................................................................................... $63.00
**Spring term 2013:** Nonreturnable registration and services fee, first point $452.00
Nonreturnable registration and services fee, per point, for registration after first point $63.00

Note: A full-time course load is 12 points per semester, 24 points per year.

Students entering in the fall of 2013 should visit the NYU Bursar’s Web site at [www.nyu.edu/bursar/tuition.fees/](http://www.nyu.edu/bursar/tuition.fees/) for an up to date listing of the University’s tuition and fees charges.

**Special Fees**

**Basic Health Insurance Benefit Plan [2012-2013]**
Full-time students automatically enrolled; all others can select:

- Annual: $2,150.00
- Fall term: $830.00
- Spring term: $1,320.00 (coverage for the spring and summer terms)
- Summer term: $582.00 (only for students who did not register in the preceding term)

**Comprehensive Health Insurance Benefit Plan**
International students automatically enrolled; all others can select:

- Annual: $3,354.00
- Fall term: $1,295.00
- Spring term: $2,059.00 (coverage for the spring and summer terms)
- Summer term: $906.00 (only for students who did not register in the preceding term)

**Stu-Dent Plan**
Dental service through NYU’s College of Dentistry [2012-2013]

- Primary member: $235.00
- Partner: $235.00
- Dependent (under age 16): $83.00
- Renewal membership: $193.00

1 Waiver option available
2 Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
Other Fees

Late payment of tuition fee .................................................................$ 25.00
Late registration fee commencing with the second week of classes ............$50.00
Late registration fee commencing with the fifth week of classes...................$100.00
Penalty fee .........................................................................................$20.00
Deposit upon acceptance (nonrefundable) ..............................................$200.00
Maintenance of matriculation per term ..................................................$75.00 *plus
Nonreturnable registration and services fee:
Fall term ..............................................................................................$371.00
Spring term ..........................................................................................$389.00
Thesis Advisement (special tuition rate) per term .......................................$400.00 *plus
Nonreturnable registration and services fee:
Fall term ..............................................................................................$434.00
Spring term ..........................................................................................$452.00

Special Programs and Sessions

For information on additional expenses for Gallatin course offerings abroad, consult the Gallatin Office of Global Programs. For information on additional expenses for the University’s January Session and May Intensive Session, consult the Web site of the Office of the Bursar at www.nyu.edu/bursar/tuition.fees/.

Laboratory Fees

Certain courses may require a laboratory fee to pay for special activities and events or for additional expenses inherent to the course, such as a recording or dance studio.

Deferred Payment Plan

The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more units
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan
The plan includes a nonrefundable application fee of $50.00, which is to be included with the initial payment on the payment due date.

Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date. A late payment fee will be assessed on any late payments.

A separate deferred payment plan application and agreement is required for each semester this plan is used. The Deferred Payment Plan will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester.

For additional information, please visit the Office of the Bursar Web site at www.nyu.edu/bursar/paymentplans or call 212-998-2806.

**TUITIONPAY PLAN**

TuitionPay is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables students to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50.00 is required when applying for the fall and spring TuitionPay plans. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to TuitionPay.

For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar.

**DROPPING COURSES AND REFUND OF TUITION**

Students who drop courses after the session begins may be liable for all or a portion of the tuition and/or fees for the courses. See the refund schedule for more information. For information on how to officially drop a class, see Dropping Courses, page 89.
Merely ceasing to attend a class does not constitute an official drop or withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute an official drop or withdrawal, nor does it reduce indebtedness to the University. The nonrefundable registration fee and a penalty fee of $20 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which a student officially drops a class, not the last date of attendance in the class, is considered the official date that serves as the basis for computing any refund granted the student.

**Refund Schedule**

The refund period (see schedule below) is defined as the first four calendar weeks of the fall and spring semesters or the first eight calendar days of a six-week summer session from the date on which the course is officially dropped. For information on how to officially drop a class, see Dropping Courses, page 89. For information on tuition refunds for Gallatin course offerings abroad, consult the Gallatin Office of Global Programs. For information on tuition refunds for the University’s January Session and May Intensive Session, consult the Web site of the Office of the Bursar at www.nyu.edu/bursar/ tuition.fees/. The processing of refunds takes approximately two weeks.

Exceptions to the published refund schedule are rarely granted. Students may request an exception to the published refund schedule by filing a written appeal to the Refund Review Committee of the Gallatin School. All appeals must be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Students cannot receive more than one exception to the published refund schedule in their academic careers.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to the University and will remain responsible for payment even if he or she does not return to the University.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up units before receiving any further aid. Students should review the “satisfactory academic progress” standard for the Gallatin School so they do not jeopardize further semesters of aid. For more information, see “Eligibility for Financial Aid,” page 115.
REFUND SCHEDULE

Fall and Spring Terms (standard 14-week courses only)

Courses dropped during the first two weeks of the term.............................................100%
(100% of tuition and fees)

Courses dropped after the first two weeks of the term...............................................NONE

Refund Period Schedule for Complete Withdrawal (Fall and Spring Terms Only)

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

Withdrawal on or before the official opening date of the term........................................100%
(100% of tuition and fees)*

Withdrawal on the second day after the official opening date of the term through the end of the first
calendar week ..............................................................100%
(100% of tuition only)

The first calendar week consists of the first seven (7) calendar days beginning with the official opening
date of the term. (Note: not the first day of the class meeting)

Withdrawal within the second calendar week of the term............................................70%
(tuition only)

Withdrawal within the third calendar week of the term..............................................55%
(tuition only)

Withdrawal within the fourth calendar week of the term.........................................25%
(tuition only)

Withdrawal after completion of the fourth calendar week of the term.........................NONE

* Note: After the official opening date of the term, the registration and services fee is not returnable.

Contact the Gallatin Office of Student Services for the refund schedule for fall and spring
7-week courses, January term course and summer (3-week, 6-week and 12-week courses.)
New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines.

The Office of Financial Aid Online

Please visit Financial Aid and Scholarships at www.nyu.edu/financial.aid for complete details about the information summarized here. Particular attention should be given to (1) Types of Financial Aid (scholarships, grants, loans) and (2) Applications and Forms; these topics are located on the navigation bar located on the home page.

Applying for Financial Aid from NYU

New York University requires students to submit only the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. (The school code for NYU is 002785.) In addition, New York State residents should complete the New York State Tuition Assistance Program (TAP) application; after completing the FAFSA, begin the online TAP application immediately using the link on the FAFSA Confirmation Page or by using the quick link at the bottom of most pages at www.hesc.com. To be assured of full consideration for all available support, graduate students must apply for financial aid by the appropriate deadline. The most important deadlines are:

- **November 1**  Students beginning in spring semester
- **March 1**  Students beginning in the fall semester or summer sessions

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application.

Eligibility for Financial Aid

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Financial aid awards are not automatically renewed each year. Continuing students must apply for financial aid each year, continue to demonstrate financial need, make satisfactory progress toward degree requirements and be in good academic standing. Please consult “Eligibility for Financial Aid” at www.nyu.edu/financial.aid for current details (see Policies in the lower right column of the home page).
Withdrawal
Students receiving federal student aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

SCHOLARSHIPS AND GRANTS
Eligibility for merit-based and/or need-based scholarships at NYU is determined upon entrance to the University based on prior academic strengths and, if you apply for financial aid, your demonstrated financial need.

University Sponsored and University Administered Programs
Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and are based on a combination of academic achievement, applicable test scores, and, in most cases, financial need. No separate application is necessary.

Federal Scholarships and Grants
Eligibility is based on submission of the FAFSA, and no separate application is necessary.

State Grants
New York State offers a wide variety of grants and scholarships to residents, subject to the annual availability of funds. Application is made directly to the state and grants are awarded by the state. New York State programs are listed at www.hesc.com.

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 1-800-433-3243 to obtain contact information) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it immediately to the NYU Office of Financial Aid.

Scholarships and Grants from Other Organizations
Students may be eligible for a private scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations and community and special interest groups. A number of extensive scholarship search resources are available free online, and several are featured at www.nyu.edu/financial.aid. Students must notify the Office of Financial Aid if they receive funds from any of these sources.
Gallatin Scholarships

Sponsored and administered by New York University, these scholarships are awarded to students on the basis of financial need and academic achievement. To apply, students should answer “Yes” to the question “Do you wish to be considered for financial assistance?” in the Application for Admission and submit the FAFSA.

- Dean’s Scholarships are small tuition awards given to any enrolled Gallatin student who has a 3.0 GPA or better, no incomplete grades on his or her record and has filed a current FAFSA that shows need. Awards are granted as funding remains available. To apply for a Dean’s Scholarship, new and continuing graduate students should complete the Gallatin Application for Supplemental Scholarship Aid (available on the Gallatin Web site).

Other Financial Resources for Gallatin Graduate Students

- The Herbert Rubin Creative Writing Award is awarded by the Gallatin School each year to one or two students for outstanding creative writing and artwork. Applicants may submit poems, essays, stories, a short play or artwork to The Gallatin Review; the deadline for submissions is announced during the fall semester. A committee comprising faculty and students judges the submissions, and the winners are announced during the spring semester. The winning works are published in The Gallatin Review, and the winners receive a stipend, usually of several hundred dollars.

- The Mike Bender Award is a stipend of approximately $500, given each year to a student on the basis of an internship that promotes the ideals of compassion, understanding and tolerance. Proposals must be submitted to the director of external programs at the Gallatin School no later than October 1.

- The Dean’s Graduate Thesis Support Fund was created to help support the costs associated with the development of a non-performance-based thesis. Applicants must be current MA students in the Gallatin School, with an approved thesis topic. For more information and application procedures, see the Gallatin Web site.

- The Siff Performance Thesis Grants are made to graduate students working on or presenting an artistic thesis to cover some of the expenses of the performance. For more information and application procedures, see the Gallatin Web site.

- The Dean’s Conference Fund provides support for any enrolled student at Gallatin (undergraduate or graduate) to attend or present at a professional conference. Awards are made on a reimbursement basis. Apply online on the Gallatin Web site.

- The Gallatin Student Resource Fund is designed to provide additional resources to students for projects that will foster a greater sense of community at the Gallatin School. For more information and application procedures, see the Gallatin Web site.

- The Gallatin Global Fellowship in Human Rights program. This year-long program provides several Gallatin students with up to $5,000 each to support research and
work in the field of human rights, broadly defined. In the spring semester, participants study the concept, history and political manifestations of human rights in both a seminar and independent studies; in the summer, they engage in extended research or internships at organizations around the world; and in fall they present their findings at a symposium open to the entire university community.

• The Horn Foundation Environmental Studies Fund supports student activities and research in Environmental Studies. Awards from the Fund are made to provide resources to students to support independent research, conference attendance, field work, overseas projects and other needs of students focusing on environmental studies. For more information and application procedures, see the Gallatin Web site.

• The Jewish Studies Grant program was created to expand academic and artistic exploration in the field of Jewish Studies through the support of research and other intellectual projects. For more information and application procedures, see the Gallatin Web site.

**NYU FUNDING OPPORTUNITIES**

*Foreign Language and Area Studies (FLAS) Fellowships*
Foreign Language and Area Studies (FLAS) Fellowships provide tuition, fees and a stipend to full-time graduate students who are studying a modern foreign language as part of their academic program on Europe, Latin America, the Caribbean or the Middle East in preparation for a career that will utilize their language studies. The fellowships are administered for the U.S. Department of Education by the three designated National Resource Centers at New York University. Applicants must be U.S. citizens or permanent residents and must enroll in one language course each semester. Students in all disciplines are eligible to apply. Summer FLAS awards are also available for intensive language study in the U.S. and abroad. Students should contact the appropriate center for more information and the application. The centers and eligible languages of award are as follows:

- **Center for Latin American and Caribbean Studies**
  Portuguese (Brazil only) and Spanish (not Spain): [wwwclas.as.nyu.edu/page/home](http://wwwclas.as.nyu.edu/page/home).

- **Hagop Kevorkian Center**
  Arabic, Hebrew, Persian, Turkish and Urdu: [www.nyu.edu/gsas/program/nearast](http://www.nyu.edu/gsas/program/nearast).
LOAN PROGRAMS

For information about federal loans and private (non-federal) alternative loans, please see Types of Financial Aid at www.nyu.edu/financial.aid.

STUDENT EMPLOYMENT

Wasserman Center for Career Development
133 East 13th Street, 2nd Floor; 212-998-4730
www.nyu.edu/careerdevelopment/

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation and personal expenses.

Graduate assistantships are available in some schools. Gallatin graduate assistantships provide tuition remission and a stipend. Duties include research and other activities related to departmental needs. All applicants for assistantships, whether or not other types of financial aid are requested, should contact their department directly for information, instructions and applications. A graduate assistantship may affect eligibility for some forms of financial aid. Please contact the Office of Financial Aid if your award package does not indicate your assistantship.

Resident Assistantships. Resident assistants reside in the residence halls and are responsible for organizing, implementing and evaluating social and educational activities. Compensation is room and/or board and/or a stipend. Applications and further information may be obtained from www.nyu.edu/life/living-at-nyu.html

TUITION REMISSION

Members of the NYU staff, teaching staff and officers or administrators and their dependents who are eligible for NYU tuition remission are not eligible for other forms of financial aid administered by the University (including merit awards). Eligibility can be reviewed for other types of aid including: Federal Unsubsidized Stafford Loans, TAP Grants, Federal Pell Grants and some private (non-federal) alternative loan programs if the Free Application for Federal Student Aid is completed. Details about tuition remission eligibility information can be obtained at www.nyu.edu/employees/benefit.html.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition re-
imbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

**OPTIONAL PAYMENT PLANS**

Payment plans can help manage your educational expenses. Options are described at www.nyu.edu/bursar/payment.info/plans.html.

**STUDENT RESPONSIBILITIES**

- You must apply for financial aid each year to receive any and all types of financial aid we award at NYU, including all need-based and merit-based scholarships.
- Consult www.nyu.edu/financial.aid for all financial aid application deadlines. Failure to meet the NYU deadline may result in a reduction of your aid eligibility.
- Use NYU Albert at albert.nyu.edu to accept your financial aid awards.
- If you submit documents to the Office of Financial Aid, please put your University I.D. number on each page and keep a copy for yourself. Do not submit originals.
- Be certain that you understand the conditions of the awards you accept. Contact the Office of Financial Aid if you have any questions.
- You must adhere to satisfactory academic progress standards to remain eligible for financial aid. The Office of Financial Aid will send reminders, but it is the student’s responsibility to know and heed the requirements.
- You must notify the Office of Financial Aid immediately if you receive an award or financial aid from any additional source. A change in your resources may affect your eligibility for student aid.
- You must respond immediately to all requests from the Office of Financial Aid. Failure to comply may result in the cancellation of your aid.
- Consult with the Office of Financial Aid immediately if you reduce your academic program to fewer points, or if you are enrolled full-time (at least 12 points) but intend to begin part-time (less than 12 points). Also contact the Office of Financial Aid if there is a change in your housing status. A change in enrollment or housing status may affect the financial aid you receive.
- Be sure to notify the Office of the University Registrar if you move by updating your contact information via NYU Albert at albert.nyu.edu. We use the records of the Office of the University Registrar to administer financial aid.
Gallatin’s Office of Student Life seeks to enhance the quality of life for Gallatin students both in and outside of the classroom, and to provide an atmosphere where students not only learn, but are also part of a healthy and supportive community within the School.

The Office of Student Life will assist students in achieving their personal, academic and career goals by offering a variety of programs, services and opportunities to enrich the Gallatin student experience. In collaboration with Gallatin’s Office of Student Affairs, the Office of Student Life oversees all club administration and advisement; coordinates major School events such as Orientation, Graduation and Convocation; and manages a variety of programs. The Office of Student Life also supports students in developing projects, co-sponsoring activities, and provides resources that will further assist students with their personal and academic endeavors at NYU.

For more information, visit www.gallatin.nyu.edu/studentlife or e-mail gallatin.studentlife@nyu.edu.

**STUDENT LIFE PROGRAMMING**

Throughout the academic year, the Office of Student Life offers a variety of programs and activities that afford students unique opportunities for learning, leadership, community building and creative expression. Gallatin’s programs are designed to enhance the academic experience through an extensive array of cultural, educational, recreational, social and leadership programs with an eye toward developing well-rounded and confident citizens of the world. The Student Life Office also offers co-curricular programs that complement in-class learning and may expose students to topics or issues outside of their studies. These programs often involve Gallatin faculty members, alumni and outside community members.

**STUDENT COUNCIL AND CLUB LIFE**

The Gallatin Student Council represents and supports the interests and concerns of Gallatin students, both within the Gallatin School and the University at large. Student Council Officers are elected on a yearly basis and host a variety of community-building activities, including wellness programs, community service programs, co-sponsorship with student projects and town hall meetings. The Student Council encourages collaboration between the student clubs and organizations and is responsible for overseeing the funds allocated to all student organizations.
There are many clubs that students are able to participate in at Gallatin. They all offer a great way to become part of the Gallatin community and plan programs and activities that support the overall mission of Student Life. Some of these clubs include Dancers Choreographers Alliance (DCA), the Gallatin Business Club (GBC), Gallatin Cinema Society, Gallatin Theater Troupe (GTT), Gallatone, Journal of Global Affairs, Gallatin Society for the Natural Sciences and NADI: Middle Eastern Studies Society. There are always opportunities for students to create new clubs if there is interest in areas that the current clubs do not meet.

SPECIAL EVENTS

We host a variety of special events throughout the school year. Some highlights include:

The Gallatin Arts Festival (GAF) provides a forum for community and networking among Gallatin arts students and others interested in supporting and promoting the arts. This is an annual showcase of student performances and art events that engages the Gallatin arts community in a yearlong endeavor. GAF is student organized and student run with the support of the Gallatin Interdisciplinary Arts Program, a faculty artistic director and faculty mentors.

The Albert Gallatin Lectures bring a series of notable figures from the worlds of politics, the arts, business and academia to New York University to discuss contemporary issues with students, faculty and members of the wider community. The lectures are planned in collaboration with a student committee and usually take place once each semester.

The Gallatin Film Series hosts film screenings throughout the year that explore a range of topics and areas of interest to the Gallatin student body. A different faculty member selects and introduces each film and often leads a discussion after the screening.

RESOURCES

Student Life Suite
The Student Life Suite, located in Room 522 at the Gallatin School, is a comfortable area open to students for gathering, studying and relaxing between classes. The Office of Student Life Office also provides the Suite as an event space for student clubs.

Student Resource Fund
Gallatin students can apply for the Student Resource Fund each year for projects that foster community among students. Proposals maybe awarded up to $4,000.

Computer Lab
In addition to computer labs located across the University, Gallatin has a computer lab reserved for the use of its students, located on the School’s fifth floor.
**Student Club Room**
The Club Room is a resource for all Gallatin School club leaders and members of the Gallatin Student Council to assist them in the administration of their clubs and activities. The Club Room is equipped with computers, a telephone line, club mailboxes, bulletin boards, file cabinets and a work area. Clubs can also host meetings and events in the Student Activities Suite on the School’s fifth floor.

**Peer Writing Assistance**
The Gallatin Writing Program provides peer writing assistance that students can utilize for any class or project. To make an appointment, go to [www.nyu.edu/gallatin](http://www.nyu.edu/gallatin).
Gallatin Civic Engagement

Gallatin offers a range of opportunities through which students may commit their time and skills to community-related endeavors. Some of these projects may be part of a credit-bearing pursuit such as a class or an individualized project, while others are extracurricular, volunteer activities.

CREDIT-BEARING COMMUNITY SERVICE ACTIVITIES

Gallatin Internships
Internships with a community service focus can be arranged in all areas, including education, youth services, rehabilitation services, the arts and social services, among others. For more information, contact Faith Stangler, director of external programs, 212-998-7376, faith.stangler@nyu.edu.

Community Learning Initiative
Gallatin’s Community Learning Initiative (CLI) bridges the gap between the classroom and the outside world by creating partnerships with community-based organizations, groups and individuals—as well as other NYU programs—in addressing real-world problems and devising and implementing practical solutions. For many CLI courses, students engage in group community projects as part of their course work and receive academic credit both for their engagement and reflection on the work.

The Literacy Project
The Gallatin Writing Program’s Literacy Project, through a Literacy in Action course (cosponsored by Gallatin’s Community Learning Initiative), educates and supervises student volunteers who tutor adults in reading and writing at five partner sites. The Literacy Project also sponsors a weekly writing class at one of the sites; publishes The Literacy Review, an annual journal of the best writing from programs in adult literacy and English for Speakers of Other Languages throughout New York City; and sponsors the annual day-long Literacy Review Workshops in Teaching Writing to Adult Basic Education, GED and ESOL Students. For more information, contact Writing Program Director June Foley, 212-998-7359, jaf3@nyu.edu.
VOLUNTEER COMMUNITY ACTIVITIES

The Gallatin Office of Student Life offers two community service events per semester that are open to all students who wish to participate. Activities vary from working in soup kitchens to volunteering with children and the elderly.

Students interested in initiating a community service activity may seek support from the Gallatin Office of Student Life by e-mailing gallatin.studentlife@nyu.edu.

NYU COMMUNITY SERVICE OPPORTUNITIES

New York City is a wonderful and exciting place to live, and community service has long been part of New York University life. Gallatin students are encouraged to make full use of the extensive services of the NYU Office of Civic Engagement to set up their community service activities. The office produces a calendar of events for individual and group projects and offers opportunities to volunteer. For more information, contact the Office of Civic Engagement at 212-998-2329 or go to www.nyu.edu/civic.engagement.
Student Activities and University Resources

Student Resource Center
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
E-mail: student.resource.center@nyu.edu
Web site: www.nyu.edu/src

Center for Student Activities, Leadership, and Service
Kimmel Center for University Life
60 Washington Square South, Suite 704C
Telephone: 212-998-4700
E-mail: csals@nyu.edu
Web site: www.osa.nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4987
E-mail: program.board@nyu.edu
Web site: www.osa.nyu.edu/ph.html

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail: osa.fsl@nyu.edu

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Box Office: 566 La Guardia Place (side entrance of Kimmel Center)
Telephone: 212-998-4941
Web site: www.nyu.edu/ticketcentral
ALUMNI ACTIVITIES

Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

ATHLETICS

Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Web site: www.nyu.edu/athletics

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladiumathleticfacility

BOOKSTORES

Main Bookstore
726 Broadway
Telephone: 212-998-4667
Web site: www.bookstores.nyu.edu

Computer Store
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Web site: www.bookstores.nyu.edu/computer.store
CAREER SERVICES

Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
E-mail: career.development@nyu.edu
Web site: www.nyu.edu/careerdevelopment

COMPUTER SERVICES AND INTERNET RESOURCES

Information Technology Services (ITS)
10 Astor Place, 4th Floor (Client Services Center)
Telephone Help Line: 212-998-3333
Web site: www.nyu.edu/its

COUNSELING SERVICES

Counseling and Wellness Services (CWH)
726 Broadway, Suite 471
Telephone: 212-998-4780
Fax: 212-995-4096
E-mail: wellness.exchange@nyu.edu
Web site: www.nyu.edu/shc/counseling

DINING

NYU Campus Dining Services
Telephone: 212-995-3030
E-Mail: dining.servces@nyu.edu
Web site: www.nyudining.com

DISABILITIES, SERVICES FOR STUDENTS WITH

Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)
Fax: 212-995-4114
Web site: www.nyu.edu/csd
HEALTH

Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
E-Mail: wellness.exchange@nyu.edu
Web: www.nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
E-Mail: health.center@nyu.edu
Web site: www.nyu.edu/shc

Counseling (see Counseling and Wellness Services, above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.
For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111.
When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or
the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis re-

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/shc/about/insurance.html

Pharmacy Services
Telephone: 212-443-1050
Fax: 212-443-1051
Web site: www.nyu.edu/shc/medservices/pharmacy.html
HOUSING

Department of Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
Kimmel Center for University Living
60 Washington Square South
Telephone: 212-998-4620
Fax: 212-995-4305
Web site: www.nyu.edu/housing/offcampus

Office of Residential Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Web site: www.nyu.edu/living

INTERNATIONAL STUDENTS AND SCHOLARS

Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
Fax: 212-995-4115
E-mail: intl.students.scholars@nyu.edu
Web site: www.nyu.edu/oiss

American Language Institute
7 East 12th Street, Room 821
Telephone: 212-998-7040
Fax: 212-995-4135
E-mail: ali@nyu.edu
Web site: www.scps.nyu.edu/ali
LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER STUDENTS

Office of Lesbian, Gay, Bisexual, Transgender, and Queer Student Center
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
Fax: 212-995-4728
E-mail: lgbtq.center@nyu.edu
Web site: www.nyu.edu/lgbt

MULTICULTURAL EDUCATION AND PROGRAMS

Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Fax: 212-995-3134
E-mail: cmep@nyu.edu
Web site: www.cmep.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES

Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-741-1274
Fax: 212-741-2147
Web site: washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4123
Fax: 212-995-4774
Web site: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Hindu Students Council
Web site: www.nyu.edu/clubs/hsc

The Islamic Center
Global Center for Academic and Spiritual Life
238 Thompson Street, Room 491
Telephone: 212-998-4712
Web site: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php

SAFETY ON CAMPUS

Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway
Local to Christopher Street-Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus
Buses numbered 2, 3 and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

Broadway Bus
Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Eighth Street Crosstown Bus
Bus numbered 8 to University Place. Walk south to Washington Square.

*See Washington Square Campus map and key for specific addresses.
Revised M.A. Degree Requirements
Beginning in Summer 2013

SUMMARY OF M.A. DEGREE COMPONENTS
(effective for students matriculating in Summer 2013 and later)

REQUIRED UNITS ..................................................................................................................40 units†

Graduate Core ......................................................................................................................14 units
Distributed as follows:
   Proseminar .......................................................................................................................4 units
   Additional Gallatin Graduate Course .............................................................................4 units
   Thesis Proposal Seminar ...............................................................................................2 units
   Master's Thesis I .............................................................................................................2 units
   Master's Thesis II ..........................................................................................................2 units

Electives ................................................................................................................................26 units
Courses offered by Gallatin or other NYU schools, or Gallatin individualized projects (see limitations below)

OTHER REQUIREMENTS

Master's Thesis
   Completion of a research, artistic, or project thesis

Academic Good Standing
   Final minimum cumulative grade point average of 3.0

Residency Requirement ........................................................................................................28 units
   Must be earned at NYU while enrolled in Gallatin

Classroom Unit Requirement ................................................................................................14 units
   Minimum (excluding graduate core)

OPTIONS AND LIMITATIONS

Individualized Projects: Independent Studies, Tutorials, Internships, and Private Lessons
   Maximum permitted (not required) ..................................................................................12 units

Transfer Credit/Course Equivalency Credits
   Maximum accepted (not required) ..................................................................................12 units

Time Limit for Completion of the Master's Degree—maximum 6 years

*Students may not exceed the required number of units for the degree.
†No undergraduate courses will be counted for credit toward the master's degree.
UNDERSTANDING YOUR DEGREE REQUIREMENTS

The majority of the student’s program is self-selected. There are, however, certain basic structural requirements. Regardless of their concentration, all Gallatin students earn the same degree: a Master of Arts in Individualized Study.

**Total Units**

To be eligible for the Master of Arts degree, students must complete 40 units within six years of matriculating in Gallatin. Students may not exceed the required number of units for the degree, and all courses must be taken at the graduate level.

**Graduate Core**

All students are required to take five Gallatin courses: one of the proseminars; a Gallatin graduate course, the Thesis Proposal Seminar; Master’s Thesis I and Master’s Thesis II. For more information about these courses, see pages 75-79.

**Electives**

Students complete 26 units in elective courses offered by Gallatin or other NYU schools, or Gallatin individualized projects. Gallatin students may take courses throughout the graduate degree-granting programs of NYU as listed on page 69 of the 2012-13 Gallatin Bulletin. It should be noted that some courses have prerequisites, and others may be limited to students in their respective departments. Graduate students will not receive credit for undergraduate course work, with the exception of certain courses in the department of Undergraduate Film and Television as explained in the 2012-13 Gallatin Bulletin.

**OTHER REQUIREMENTS**

**Master’s Thesis**

The culmination of the student’s work at Gallatin is the master’s thesis. For information regarding the thesis requirements, see pages 75-79.

**Academic Good Standing**

Students must maintain a minimum cumulative grade point average of 3.0 (B) to remain in academic good standing, and a final minimum cumulative grade point average of 3.0 is required for graduation. For more information about academic good standing, see page 100.

Please note: Academic good standing is not the same as satisfactory academic progress. Satisfactory academic progress refers to the number of units a student must complete in a given time period to maintain eligibility for financial aid. For more information about satisfactory academic progress, see “Eligibility for Financial Aid,” page 115.
Residency Requirement
A minimum of 28 units must be earned at NYU while the student is enrolled in the Gallatin School.

Classroom Unit Requirement
Classroom learning is an essential component of the program, giving graduate students the opportunity for intellectual exchange with their peers. All Gallatin graduate students are required to earn a minimum of 14 units in classroom courses. The Graduate Core courses do not count towards the classroom unit requirement as they form a separate requirement. Transfer credit and a portion of course equivalency credit generally count toward this requirement. Individualized projects (independent studies, tutorials, internships and private lessons) do not count toward this requirement.

OPTIONS AND LIMITATIONS

Individualized Projects
At Gallatin, students have the option to pursue individualized projects, which are learning experiences that are not available in the traditional classroom. The types of individualized projects include independent studies, tutorials, internships and private lessons. A maximum of 12 units may be earned in individualized projects. Master’s Thesis I and Master’s Thesis II, which are required independent studies, are not counted toward these 12 units. If a student chooses to complete the Additional Gallatin Graduate Course requirement through independent study, these units will count toward the 12-unit maximum for individualized projects. Students are permitted to earn a maximum of 6 units in private lessons.

Transfer and Course Equivalency Credit
To recognize prior professional or academic accomplishments, Gallatin may grant up to a combined total of 12 transfer and course equivalency units. These units must be related to the student’s area of concentration. (For policies regarding transfer credit, see page 107.)

Graduate students may earn course equivalency credit for professional experiences they have had before matriculating in Gallatin. Students may apply for a maximum of 12 course equivalency units (in combination with transfer units). Students must submit an extensive portfolio soon after they have completed 12 units in the M.A. program and before they have completed 20 units. Course equivalency units are applied half to the classroom requirement and half to the individualized projects option. The process of receiving credit begins with the compilation of an extensive portfolio documenting the student’s learning experiences prior to matriculation at Gallatin and ends with a rigorous evaluation process by NYU faculty. Students must demonstrate through the portfolio that they have mastered the material they would have learned in comparable NYU courses. To begin the process of
applying for course equivalency units, students should consult the director of external pro-
gams about the rules and regulations governing the course equivalency process. For more
information regarding policies, procedures and guidelines for course equivalency units, please
visit the Gallatin Web site.

**Time Limit**
The master’s degree must be completed within six years. If there are unusual circumstances
warranting a formal extension, the student may request an extension from the Gallatin Fac-
ulty Committee on Advisement and Policies. Degree requirements may be completed in no
fewer than three semesters.

**ADDITIONAL M.A. PROGRAM INFORMATION**

**Changes in Degree Requirements**
Degree requirements in the Gallatin School are subject to change. Students should bear in
mind that they are bound by the degree requirements in effect during the first semester in
which they matriculate at Gallatin. Degree requirements for students transferring from a
school or college within the University are those that are in effect when they first matric-
ulate at Gallatin. Students who are readmitted must fulfill the degree requirements that are
in effect when they are readmitted. Students who entered Gallatin before the current term
should consult the relevant bulletin.

**Prerequisites**
Gallatin students are required to meet the prerequisites for any courses they take in other
schools of the University. These units may not necessarily be accepted as contributing to the
40-unit graduation requirement.

**Grades**
The Gallatin School will accept the lowest passing grade determined by each NYU graduate
school. Students must abide by the policies of each school for the completion of course work.

**Thesis Advisement**
Students who do not complete the thesis and defend it successfully during the semester in
which they register for Master’s Thesis II are required to register for Thesis Advisement each
fall and spring until the thesis has been completed and defended. Students who plan to grad-
uate in September must also register for Thesis Advisement during the summer prior to their
graduation. Credits earned through Thesis Advisement are not included in the 40-credit re-
quirement for the master’s degree. (See page 84 for details regarding Thesis Advisement.)
Graduate Core

Proseminar

Students are required to take a proseminar during the first or, at the latest, the second semester of the program. Each semester Gallatin offers a few sections of the proseminar with themes that generally fall into one of three broad categories of academic inquiry—the humanities, the social sciences, or the arts—but they may also cross those boundaries.

This course performs a number of functions: (1) It introduces students to the nature of individualized and interdisciplinary studies by engaging them in work on a broad theme or problem. Students learn how different kinds of scholars approach a common problem: how they ask questions, gather relevant information, conduct analysis and reach conclusions. (2) The proseminar helps students think through their own programs of study by broadening their conception of the knowledge and skills they will need to pursue their plans and by encouraging them to clarify their own educational goals. (3) Finally, the proseminar engages students in some of the academic processes—research, analytic thinking, scholarly communication—that they will need throughout their graduate studies. The specific themes of the proseminars will not usually be directly pertinent to each student’s plans, but each class will raise issues of approach and method that every student needs to consider. The aim of the proseminar, then, is to enlarge the student’s scholarship and interdisciplinary inquiry and to suggest ways that the University’s resources can be used to attain the student’s goals.

Additional Gallatin Graduate Course

In addition to the Proseminar and Gallatin thesis courses (Thesis Proposal Seminar, Master’s Thesis I, and Master’s Thesis II), students must take another four units in graduate courses offered by Gallatin. This requirement serves several functions: to engage students more fully with the Gallatin community; to give them an opportunity to strengthen and integrate the concentration; and to strengthen their academic and interdisciplinary skills. Students have considerable leeway in choosing how to satisfy this requirement, thus manifesting the individualized character of the program. Moreover, the requirement gives Gallatin faculty a platform for working with graduate students both on issues and ideas in their own scholarly fields of interest and in a variety of formats. Students fulfill this requirement by completing one of the following preexisting Gallatin courses:

1. a graduate elective course;
2. a second Proseminar;
3. an independent study or tutorial (internships and private lessons will not fulfill this requirement);
4. a graduate-level class offered by a Gallatin instructor at, or in conjunction with, another NYU department or program.
THESIS PROPOSAL SEMINAR

This course is taken after the student has completed a Proseminar and generally during the second semester of full-time study, or after completing 12 credits. As the first step in the sequence leading to the thesis, the Thesis Proposal Seminar meets regularly during the semester and moves students toward the completion of an acceptable thesis proposal. Students learn about the structure and content of the thesis proposal as they:

• consider ways of integrating their work and articulating a core problem;
• discuss the conventions of scholarly discourse, documentation, and argumentation; and
• formulate a plan for the thesis.

To pass this course, students must submit an advanced draft of the thesis proposal.

Multiple sections of this course will be offered each semester for students in the Social Sciences and Professions, the Humanities, and the Arts. The course will combine classroom instruction with special events (e.g., guest lectures, library visits, human subjects research instruction). The class will take advantage of student research affinity groups formed before and during the students’ enrollment in this course. Finally, all students in the Thesis Proposal Seminar will be required to attend the public presentations of students registered in Master’s Thesis I.

MASTER’S THESIS I

Prerequisite: Thesis Proposal Seminar

This is an independent study generally taken in the third semester of full-time study, or after completing 24 credits. In most cases, the faculty adviser supervises and grades Master’s Thesis I.

Master’s Thesis I will entail both independent work on the thesis and several varieties of collaborative and group work. Students:

• consult with their advisers on the content, logic, organization and methods for the thesis, and will begin writing some sections of the paper;
• become further immersed in the scholarly discourses and literatures related to the thesis; and
• at some point in the semester, present their work by participating in a conference, an artistic performance, or some other public event (lecture, panel discussion, etc.).

To pass this course, in addition to fulfilling the presentation requirement, students must demonstrate significant progress toward completing the thesis.
MASTER’S THESIS II

Prerequisite: Master’s Thesis I

This is an independent study taken in the final semester of study. The faculty adviser supervises and grades Master’s Thesis II.

In this independent study students:

• complete the final draft of the thesis under the supervision of the faculty adviser; and
• defend the thesis by an established deadline late in the semester.

To pass this course, students must successfully defend the thesis.

SAMPLE PROGRAM FOR A FULL-TIME STUDENT

SEMESTER 1
Proseminar .............................................................. 4 units
Electives ................................................................. 8 units

SEMESTER 2
Gallatin Graduate Course ........................................... 4 units
Thesis Proposal Seminar ............................................ 2 units
Electives ................................................................. 8 units

SEMESTER 3
Master’s Thesis I ..................................................... 2 units
Electives ................................................................. 10 units

SEMESTER 4
Master’s Thesis II ..................................................... 2 units