M.A. PROFILES
GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Students have received support from the Gallatin Global Fellowship in Human Rights, the Unwish Studies Grant, and the Arts Institute. Founded in 1972, the Gallatin School of Individualized Study is widely recognized as a model of individualized and design: unique specializations that reflect their academic interests and professional aims. They take 40 credits to complete the program. Independent studies, tutorials, internships, and private lessons in the arts. The program culminates with a masters thesis or a work of visual art or a fieldwork project. Theses in creative or fieldwork projects must include a scholarly essay. Students may apply for scholarships and other forms of financial aid. Gallatin also offers a limited number of graduate research fellowships. In the past graduate students have received support from the Gallatin Global Fellowship in Human Rights.
Introduction

Founded in 1972, the Gallatin School of Individualized Study is widely recognized as a model of individualized and interdisciplinary education. Gallatin students work closely with faculty advisers to define their programs of study and to design unique specializations that reflect their academic interests and professional aims. They take 40 credits to complete their degree and may study on a full- or part-time basis.

Located at the heart of the New York University campus in Manhattan’s historic Greenwich Village, Gallatin provides its students with the support network of a small school and the resources of a highly regarded research institution. Our small size—roughly 200 graduate students—enables intensive one-on-one guidance and allows students to develop lasting relationships with professors and advisers. At the same time, access to all of NYU means that a wide variety of courses taught by world-renowned scholars as well as excellent facilities and research institutes are available.

Gallatin students take most of their courses in the graduate schools of NYU, but they also take advantage of Gallatin’s proseminars, graduate elective seminars and other options for pursuing their courses of study: independent studies, tutorials, internships and private lessons in the arts.

The program culminates with a master’s thesis, which takes one of three forms: an extended essay in scholarly research; a creative project such as a novel, a performance or a work of visual art; or a fieldwork project. Theses in creative or fieldwork projects must include a scholarly essay, so that all forms of the master’s thesis include academic rigor as well as creativity.

At the time of application, graduate students may apply for scholarships and other forms of financial aid. Gallatin also offers a limited number of graduate assistantships, which are available on a competitive basis for incoming students. Additionally, as students progress through the program, they may apply for smaller awards to support research in particular fields. In the past, graduate students have received support from the Gallatin Global Fellowship in Human Rights, the Jewish Studies Grant and the Africa House Research Fellowship. Grants to support thesis research, artistic projects and conference attendance are also available.
Sonja Harpstead
M.A. candidate

B.A., NEW YORK UNIVERSITY ’07

**Areas of Study and Concentration:** education theory and social psychology, concentrating on circus education for social change

After graduating from NYU with a B.A. in linguistics and double minors in mathematics and chemistry, Sonja Harpstead became an aerial acrobatics instructor at the New York Circus Arts Academy. Her interest in the feasibility of circus education as an alternative environment for outreach programs was fueled by encounters with clown therapists and teachers in nearby community programs.

She came to Gallatin to gain a better understanding of teaching and education theory. She worked with the American Youth Circus Organization on their most recent circus census and currently teaches in the children’s program at Circus Warehouse, where she completed an internship developing the program. She started by observing and assisting with a wide variety of circus classes and moved to revamping and promoting the children’s program as well as starting a tightwire class. Sonja applies the theories she learned in psychology, sociology and education to the teaching of circus arts. In her spare time, she walks wire and flies and catches on the trapeze.

Sonja’s program includes the following courses and individualized projects:

**GRADUATE SCHOOL OF ARTS AND SCIENCE**
Social Psychology, Department of Sociology
Deviance and Social Control, Department of Sociology

**STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**
Educational Psychology
Risk and Resilience
Introduction to the Sociology of Education
Culture, Context, and Psychology

**ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE**
Juvenile Justice Issues

**GALLATIN SCHOOL OF INDIVIDUALIZED STUDY**
Proseminar: Community Studies and Action
Internship: Circus Warehouse
James Gain

M.A. ’12

B.F.A., NEW YORK UNIVERSITY ’01

Areas of Study and Concentration: young adult literature, publishing and creative writing/fiction, concentrating on adaptation for the screen

Artistic Thesis: Unifying the Narrative Arc in Fiction: An Analysis of Suspense and Tension

With a background in screenwriting and fiction and a bachelor’s degree in film and television from NYU’s Tisch School of the Arts, James chose Gallatin’s individualized approach to bridge the gap, common in graduate programs, between fiction and dramatic writing.

James took courses across the University, including courses in publishing, young adult literature and fiction workshops. He and his adviser designed a semester-long independent study to examine prose and story structure. To complement his classroom work, he also organized the Graduate Writing Social Group, which evolved into a weekly writer’s workshop for fiction, screenplays and poetry. Gallatin awarded him the Special Service Award for his contributions to the University and his role in creating community.

James’s artistic thesis was a young adult historical novel set in 1692, which revolves around a group of children battling against a curse, originating with a victim of the Salem witch trials. James researched the religious, social and political aspects of the time period along with various theories of historical fiction. He also wrote a research essay, “Unifying the Narrative Arc in Fiction—An Analysis of Suspense and Tension,” which explored the relationship between suspense and tension in prose and the role it plays in unifying individual scenes to the overall plot.

Gain is adapting his novel for the screen, and he is working on several other projects and scripts, including a noir Western called You Love Me, and a dark comedy about the late coming of age of a young professional titled The Property Manager.

James’s program included the following courses and individualized projects:

GRADUATE SCHOOL OF ARTS AND SCIENCE

Specialized Reporting: Long Form Narrative Reporting for a Magazine Feature, Department of Journalism

SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES

Children’s Book Publishing

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

Literature and the Adolescent Experience
Storytelling in the Classroom

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Proseminar: The Function of Art
Fiction Writing: From the Inside Out
Dramatizing History
Independent Study: Historical Fiction for the Young Adult Novel
Independent Study: Storytelling Forms
Matt Sisul

M.A. ’11

B.A., Columbia University ’04

Areas of Study and Concentration: economics, public health and public administration, concentrating on international community development, infrastructure and service delivery

Thesis: Technical Assistance in Infrastructure Service Delivery: Poverty Alleviation Theory and Practice

An engineer, Matt Sisul was engaged in large-scale public infrastructure projects such as bridges, tunnels and subways in the developed world. Looking to apply his skills to help people in need, Matt became the chapter president of the New York Professional Chapter of Engineers Without Borders (EWB-NY). He came to Gallatin to pursue a more multidisciplinary approach.

Through his studies at Gallatin and as an NYU Reynolds Fellow in Social Entrepreneurship, Matt expanded his understanding of the role that physical infrastructure plays in international development and poverty alleviation.

While at Gallatin, Matt traveled to Honduras, where he worked with an American NGO, Ayuda en Acción, and the local community to build a footbridge in a remote village. He also participated in the construction of a library and four classrooms for a primary school in Usalama, Kenya, and helped conduct an assessment for a secondary school in Southern Sudan. Upon completion of his program, he took a one-year contract with a Haitian construction firm as a project manager, responsible for building multiple small-scale projects, including primary schools.

Matt’s program included the following courses and individualized projects:

**GRADUATE SCHOOL OF ARTS & SCIENCE**

- Applied Statistics and Econometrics I, Department of Economics
- Applied Statistics and Econometrics II, Department of Economics
- Microeconomics, Department of Economics

**ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE**

- Community Organizing
- Decentralized Development Planning
- Social Entrepreneurship: Three Modalities
- International Development Project Planning

**STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**

- Assessing Community Health Needs
- Program Planning and Evaluation

**GALLATIN SCHOOL OF INDIVIDUALIZED STUDY**

- Proseminar: Community Studies and Action
Thenera Bailey
M.A. ’10

M.S.W., UNIVERSITY OF MARYLAND ’01
B.A., TEXAS CHRISTIAN UNIVERSITY ’00

Areas of Study and Concentration: business, public administration and education, concentrating on sustainable development and tourism


A social worker, Thenera Bailey had worked as a community organizer and traveled around the country establishing and funding education programs. Her travels spurred an interest in the tourism industry and in encouraging local investment. Through her independent research in Brazil and South Africa, she explored the culture of tourism and the role of the tourist in contemporary globalization. A field study in Salvador, Brazil, during Carnaval gave her insight into the identity of Brazilian tourists within their own country and their connection to Afro-Brazilian history.

Thenera’s master’s thesis included an analysis of international, regional and national sustainable tourism criteria and in-depth interviews with workers, managers and tourists in Costa Rica and the Bahamas.

Thenera is the president and CEO of the SISGI group (www.sisgigroup.org), a consulting and research organization dedicated to addressing global issues through sustainable impacts and strategic initiatives.

Thenera’s program included the following courses and individualized projects:

**LEONARD N. STERN SCHOOL OF BUSINESS**
- Strategy I
- Strategy II
- Marketing
- Foundations of Entrepreneurship
- Promotional Marketing

**ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE**
- Race and Class in American Cities
- Cross-Cultural Negotiations

**STEINHARDT SCHOOL OF CULTURE, EDUCATION AND HUMAN DEVELOPMENT**
- International Perspectives on Education Reform

**GALLATIN SCHOOL OF INDIVIDUALIZED STUDY**
- Proseminar: Globalization
- Independent Study: Global Tourism
Anna Fahr
M.A. ’10
B.F.A., CONCORDIA UNIVERSITY ’03

Areas of Study and Concentration: film production, media and Middle Eastern language and literature, concentrating on film and Middle Eastern studies

Artistic Thesis: Veiled Femininity: The Role of the Mother in Iranian Cinema and the film Madar

Anna Fahr is a New York-based independent film producer and director. Her first feature-length documentary, Khaneh Ma: These Places We Call Home, examines issues of cultural identity and dual nationality from the vantage point of three generations of Iranians living in Iran, Canada and Germany. The film was screened at festivals and universities in the United States and abroad. Anna came to Gallatin to combine academic theory in Middle Eastern studies and creative practice in film. As her master’s thesis, she developed a dramatic feature film titled Madar (Mother), which examines the life of a woman in pre-revolutionary Iran.

Anna was selected as graduate assistant for the Gallatin Arts Program, where she established the Gallatin Graduate Filmmakers Collective and co-organized the annual Gallatin Arts Festival. She collaborated with fellow Gallatin graduate students Idil Ibrahim and John Ryan on the feature-length documentary Displaced, which was among the projects selected for Tribeca All Access 2010 as part of the Tribeca Film Festival.

Anna’s program included the following courses and individualized projects:

**GRADUATE SCHOOL OF ARTS AND SCIENCE**
- Modern Iran, Department of Middle Eastern Studies
- Directed Study: Persian Language I, Department of Middle Eastern Studies
- Directed Study: Persian Language II, Department of Middle Eastern Studies
- Advanced Persian Contemporary Literature, Department of Middle Eastern Studies

**STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**
- Color Photography I

**TISCH SCHOOL OF THE ARTS**
- Financing and Producing the Independent Feature
- Advanced Seminar: Genre/Gender

**GALLATIN SCHOOL OF INDIVIDUALIZED STUDY**
- Proseminar: The Function of Art
- Independent Study: Madar (Mother): Women’s Roles in Pre-Revolutionary Iran
- Internship: Marakesh Films
Eric Kratzer

M.A. ’10

B.A., UNIVERSITY OF CALIFORNIA, SANTA BARBARA ’94

Areas of Study and Concentration: business and interactive telecommunications, concentrating on Internet and mobile business, technology and innovation

Thesis: Technological Dependency Arising from Mobile Phone Use

Eric Kratzer’s career began at the Walt Disney Internet Group, where he directed the start-up and initial development of Disney.com. He was sent to France and the United Kingdom as the inaugural Internet producer for Disney in Europe, where he established standard creative and technical guidelines for the company in 14 countries. Eric came to Gallatin to study technological innovation on the Internet and mobile technologies in combination with business entrepreneurship. He based his program around business technology and entrepreneurship classes from NYU Stern and creative computing classes from NYU Tisch’s Interactive Telecommunications Program.

For his thesis, Eric explored the increasing importance of smartphones in everyday life using surveying methods. He focused on the early days of the widespread adoption of the iPhone and Android in particular. His thesis indicated that smartphones are having a widespread effect on increased technological dependency.

Eric is currently pursuing his own Internet start-up, Open Run Studios, which provides Web services to entertainment companies and their affiliates nationally.

Eric’s program included the following courses and individualized projects:

**LEONARD N. STERN SCHOOL OF BUSINESS**

- IT and Corporate Strategy
- Foundations of Entrepreneurship
- Business Start-Up Practicum
- Technology Innovations and New Product Development
- Emerging Technology and Business Innovations

**TISCH SCHOOL OF THE ARTS**

- Internet Television: The Emerging Mainstream Media
- Flash of Flash

**GALLATIN SCHOOL OF INDIVIDUALIZED STUDY**

- Proseminar: American Society and Culture in Transition
- Independent Study: Economics of Info Strategy
- Independent Study: Technology Roadmapping
Magogodi Makhene

M.A. ’10

B.A., NEUMANN COLLEGE ’08

Areas of Study and Concentration:
international economic development,
entrepreneurship and Africana studies,
concentrating on contemporary African affairs
and private equity

Thesis: Opportunities and Constraints of Small
and Medium Enterprises in Sub-Saharan Africa

The co-founder and managing director of Zenzele Circle,
which drives impact investment among African entre-
preneurs, Magogodi Makhene was an NYU Reynolds
Fellow in Social Entrepreneurship. She is the founding
co-chair of the Africa Social Enterprise Forum, which
highlights world-class solutions to Africa’s problems,
and the founding author of the blog Africa’s Moment for
the Skoll Foundation’s Social Edge program.

A native of South Africa, Magogodi came to the U.S.
at age 17 and earned her bachelor’s degree in interna-
tional business. She enrolled in Gallatin to learn how to
leverage private equity/venture capital finance tools to
advance African development. Her goal is to help create
jobs that will foster a middle class in South Africa.

Magogodi’s program included the following courses and
individualized projects:

GRADUATE SCHOOL OF ARTS AND SCIENCE

Institutional Foundations of China’s Economic
Growth, Department of East Asian Studies
Africa in the World Economy, Department of Economics

LEONARD N. STERN SCHOOL OF BUSINESS

Foundations of Finance
Social Venture Fundamentals Practicum

ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE

International Economic Development:
Government Markets and Institutions
Social Entrepreneurship: Three Modalities
Independent Reading

SCHOOL OF CONTINUING AND
PROFESSIONAL STUDIES

The Economics and Finance of Energy

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Proseminar: American Society and Culture in Transition
Internship: Veracity Worldwide
Bree Wooten
M.A. ’10

B.A., ST. JOHN’S COLLEGE, SANTA FE ’07

Areas of Study and Concentration:
philosophy, literature and science,
concentrating on epistemology, art and

cognitive science

Thesis: Nietzsche’s View From Behind: A
Critique of Žižek’s Monstrosity of Christ

Bree Wooten came to Gallatin from St. John’s College,
where her education was deeply rooted in philosophy,
mathematics, classical literature, classical language and
music. The study of any form of art was always pursued
under the larger philosophical questions of how to ap-
proach and discuss music and poetry. Her interest in the
relationship between epistemology and art, particularly
music, is rooted in the question: Should we approach
the study of art the same way we do mathematical or
philosophical texts?

While at Gallatin, she studied the Hegelian-Christian
philosophy of the Slovenian philosopher and critical
theorist Slavoj Žižek and incorporated it into her stud-
ies of Nietzsche and Deleuze.

As a student at the European Graduate School in Saas
Fee, Switzerland, Bree is still heavily steeped in the
philosophy of Nietzsche and Deleuze, but she has also
begun studying Lacanian psychoanalysis.

Bree’s program included the following courses and indi-
vidualized projects:

GRADUATE SCHOOL OF ARTS AND SCIENCE

History of Literary Criticism: Antiquity to Renaissance,
Department of Comparative Literature
Advanced Introduction to Epistemology, Department of Philosophy
Interdisciplinary Approaches to Literature: German Music
and Letters, Department of Comparative Literature
Kafka, Department of German
Topics in Science Studies, The Draper Program
in Humanities and Social Thought
Topics in Philosophy of Psychology, Department of Philosophy
Literature and Philosophy: Hegel, Freud, and
Literature, Department of German

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Proseminar: Performance and Text
Independent Study: Nietzsche: Text and Context
Nico Daswani  

M.A. ’09

B.A., UNIVERSITY OF WESTMINSTER (LONDON) ’01

Areas of Study and Concentration: global studies, communications and business, concentrating on cross-cultural exchange through the arts


Nico Daswani was the director of programs at the 2005 World Festival of Sacred Music-LA before coming to Gallatin. His work led him to ask the questions: What can we learn from the cultural shifts created by the globalization of media and communication, and how can we anticipate the ways people relate to each other artistically and culturally?

Nico’s thesis at Gallatin was based on his experience at the Cudamani Summer Institute in Bali, where the local community of artists from the Cudamani ensemble held intensive music and dance workshops. While living and performing with the other participants, he conducted an ethnography of the program. Nico proposed an alternative model for thinking about heritage in the context of tourism and developed the concept of “intercultural heritage,” in which tourism helps to sustain the local community.

Nico co-founded the arts organization Create Culture, which puts together artistic gatherings on a local level. During the summer of 2011, Create Culture organized “Creative Walks” with various performers in New York City and “Faces of New York,” a series of video interviews with artists and cultural workers. Until 2013, he served as the program director of the Asian American Arts Alliance. He is now manager of arts and culture at the World Economic Forum in Geneva.

Nico’s program included the following courses and individualized projects:

GRADUATE SCHOOL OF ARTS AND SCIENCE

First World City/Third World City, The Draper Program in Humanities and Social Thought

ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

Cross-Cultural Negotiations

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

International Education and Cultural Relations
World Communication: Principals, Politics/Law

TISCH SCHOOL OF THE ARTS

Tourist Productions
Performance Spaces: World’s Fairs
Topics/Performing Culture: Religious and Secular Modernities

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Proseminar: Community Studies and Action
Independent Study: First Western Artists in Bali
Thulani Davis

M.A. ’08

B.A., BARNARD COLLEGE ’70

Areas of Study and Concentration: literature, history and Africana studies, concentrating on autobiography and African-American representation of the post-Reconstruction period

Thesis: Set Forth the Facts: Three Autobiographies Countering the Dominant Ideology of the Post-Reconstruction Era

Thulani Davis, an accomplished writer when she entered Gallatin, is the author of two novels and two works of nonfiction and the librettist for three operas, including Amistad. She won a Grammy Award for Best Album Notes for her work on Aretha Franklin’s Queen of Soul album.

At Gallatin, she examined the political and literary texts and photographic images produced by African Americans of the post-Reconstruction period. In her thesis, she explored the ways in which African Americans represented themselves during this time, and how they began to define themselves both as American citizens and as “race men and women.”

In 2009, Thulani won a Leon Levy Fellowship at the Biography Center of the CUNY Graduate Center. She contributed to The Cambridge Companion to the Literature of New York and co-wrote the introduction of Maurice Berger’s For All the World to See: Visual Culture in the Struggle for Civil Rights. She is now pursuing her doctoral degree in the American Studies program at NYU.

Thulani’s program included the following courses and individualized projects:

**GRADUATE SCHOOL OF ARTS & SCIENCE**

Seminar: Visual Performance Studies: Black Atlantic, Department of Africana Studies
Readings in Africana Studies, Department of Africana Studies
Gender and Sexuality in African American History, Department of History
Readings in History, Department of History
Why Moby Dick Matters, Department of English
Ashley Fenwick-Naditch

M.A. ’08

B.A., BARNARD COLLEGE ’02

**Areas of Study and Concentration:** media, education and television production, concentrating on children’s and youth-oriented television programming

**Thesis:** *Sesame Street Ecology Curriculum*

Ashley Fenwick-Naditch’s objective at Gallatin was to use the media and child-development opportunities at NYU to pursue a career in children's film and television that would have the potential to refocus and improve the quality of children's programming. Her thesis, *Sesame Street Ecology Curriculum*, evolved from her internship with Sesame Street. As part of her thesis, she developed an ecology curriculum for the show and was ultimately hired to produce a curriculum on the environment.

Ashley is currently managing director of Children’s Media Consultants (www.ChildrensMediaConsultants.com). Previously, she was a producer at Sesame Workshop, where she was responsible for the development and production of children's programming and strategic content initiatives. Ashley is the president of Women in Children’s Media, and in 2010, she was named one of Digital Media Wire’s “25 Digital Entertainment Executives to Watch.” She won an Emmy Award for her work on Sesame Workshop’s *The Electric Company.*

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

**STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**

Communication and Media in the Life of the Young
Communications Environment: Macroanalysis
Childhood Development and Progress, Childhood Education

**TISCH SCHOOL OF THE ARTS**

Producing for Television
Prime Time: The Game of Television
Children's Television
Writing for Children's Television

**GALLATIN SCHOOL OF INDIVIDUALIZED STUDY**

Proseminar: American Society and Culture in Transition
Independent Study: Children's TV Programming
Eiko Otake
M.A. '07

B.A., STATE UNIVERSITY OF NEW YORK,
EMPIRE STATE COLLEGE '01

Areas of Study and Concentration: history,
literature and cinema, concentrating on
historical trauma and atomic bomb literature

Artistic Thesis: From Trinity to Trinity: Atomic
Bomb Survivor Kyoko Hayashi Writes in
Sustained Mourning

Eiko Otake is a choreographer and dancer who performs
with her partner, Koma, as Eiko & Koma. They create
and perform movement out of stillness, shape, light,
sound and time. They were named Guggenheim Fellows
in 1984 and won a MacArthur Fellowship in 1996. Their
highly acclaimed performance at New York’s Baryshnikov
Center in March 2011, Naked: A Living Installation, was
described by The New York Times as “almost inexplicable
magic.” In January of 2013, Eiko & Koma performed
White Dance and Flower Dance at the Joyce Theater in
New York, and their Caravan Project, a living installation,
was featured at the Museum of Modern Art.

At Gallatin, Eiko created a curriculum focused on the
atomic bombings in Japan and artistic representa-
tion of historic trauma. For her thesis, she translated
a significant piece of atomic bomb literature by Kyoko
Hayashi, whose semi-autobiographical work chronicles
her experience as a hibakusha, a Japanese word created
to name the people who were exposed to radiation from
the atomic bombings of Hiroshima and Nagasaki. Eiko’s
translation was recently published by Station Hill Press.

Eiko’s program included the following courses and indi-
vidualized projects:

GRADUATE SCHOOL OF ARTS AND SCIENCE
Introduction to Global Histories, The Draper Program
in Humanities and Social Thought

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY
Proseminar: Arts, Artists and Social Change
Proseminar: American Society and Culture in Transition
Body Wisdom: Experiential Anatomy
Independent Study: Literature of A-Bomb Victims
Independent Study: Literature of Yukio Mishima
Independent Study: Japanese Post-War Cinema
Independent Study: Teaching Hiroshima
Simon Fortin

M.A. ’05

B.A., STATE UNIVERSITY OF NEW YORK,
EMPIRE STATE COLLEGE ’03

Areas of Study and Concentration:
drama, history and performance studies,
concentrating on theater and historiography

Artistic Thesis: The Revisionists: Theatre
Artists and the Writing of History (Jacques-
Louis David) and the play Some Exhibition

Simon Fortin had a career as an actor and playwright
before he came to Gallatin to examine theater from an
academic perspective. At Gallatin, he explored the ways
in which theater develops historical narratives and how
playwrights shape the historical identities of nations.
His thesis, a play titled Some Exhibition, was read at the
Williamstown Festival and at the National Theatre of
Romania.

After graduating from Gallatin, Simon entered a doctoral
program in English with a certificate in Renaissance
Studies at the CUNY Graduate Center, and he continues
to act and write plays. He recently completed a repertory
season at New Hampshire’s Weathervane Theatre
and was nominated for best actor in a musical at the
New Hampshire Theatre Awards.

Simon’s program included the following courses and
individualized projects:

STEINHARDT SCHOOL OF CULTURE,
EDUCATION, AND HUMAN DEVELOPMENT

Theater of Brecht and Becket

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Proseminar: Performance and Text
Dramatizing History I
Dramatizing History II
Advanced Shakespeare Directing
Independent Study: Shakespeare: A Study in Villainy
Independent Study: The Architecture of Comedy
Independent Study: Shakespeare and the Performance of Death
Bryonn Bain

M.A. ’99

Harvard Law School, J.D. ’01
B.A., Columbia University ’95

Areas of Study and Concentration: public policy, performance and poetry, concentrating on urban culture and the politics of black urban poetry

Artistic Thesis: The Politics of Resistance in Black Culture

Bryonn Bain is a hip-hop artist, spoken word poet, prison activist, author, actor and educator who entered Gallatin to develop a broad perspective on the challenges facing African peoples in America’s inner cities. Using influences from the Harlem Renaissance, the Black Arts Movement and the hip-hop era, his performance thesis, The Politics of Resistance in Black Culture, addressed socio-political issues central to the construction of black cultural resistance and identity throughout the 20th century.

A Nuyorican Grand Slam Poetry Champion, he ranked first in the nation during the International Poetry Slam in 2000 and has released two albums. Bryonn founded the Lyrical Minded project, which brings hip-hop, theater and spoken word poetry to high schools in New York and California. He founded the Blackout Arts Collective, which developed Lyrics from Lockdown, a performance that tells the story of Bryonn’s wrongful incarceration during his second year at Harvard Law School through hip-hop, theater, spoken word and calypso.

Bryonn’s program included the following courses and individualized projects:

Robert F. Wagner Graduate School of Public Service

Intro to Public Policy
Multicultural/Human Rights
Program Analysis and Evaluation

Steinhardt School of Culture, Education, and Human Development

Recording Technology for Non-Majors
Voice

Gallatin School of Individualized Study

Proseminar: Transcultural Performance
Independent Study: Black Poetry Workshop
Helpful Resources

To learn more about the Gallatin School of Individualized Study, please visit our Web site at www.gallatin.nyu.edu.

Join us at a Gallatin M.A. information session. For a schedule, visit: http://gallatin.nyu.edu/admissions/graduate.html.

For additional questions or for more information about the master’s program, contact us at gallatin.ma@nyu.edu.

To apply to Gallatin, fill out our online application at http://gallatin.nyu.edu/admissions/graduate.html.
The Gallatin program is a unique liberal arts curriculum that offers students the freedom to design their own course of study. It allows students to combine and specialize in disciplines that are not traditionally offered in conventional university programs. This flexibility fosters interdisciplinary learning and encourages students to explore new areas of interest.

In addition to the freedom to choose their own course of study, students also have the opportunity to receive support for their research and creative work. The Gallatin program offers research fellowships, private lessons in the arts, and other forms of financial aid to support students' work. Students may apply for smaller awards to support research in particular fields, and they may also pursue their courses of study while working on a full or part-time basis.

The program culminates with the submission of a thesis or creative project. Students work closely with faculty advisors to define their programs of study and to plan their courses of study. The thesis or project may take one of three forms: an extended essay in scholarly research, a creative project such as a novel or performance, or an academic paper. All forms of the masters thesis include academic rigor as well as creativity. At the time of application, graduate students are available on a competitive basis for incoming students. Additionally, graduate students progress through the program they may apply for smaller awards to support research in particular fields. In the past, graduate students have received support from the Gallatin Global Fellowship in Human Rights, the Jewish Studies Grant, and the Africa House.