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 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.
GALLATIN
SCHOOL OF INDIVIDUALIZED STUDY
NEW YORK UNIVERSITY
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## Calendar

**Academic Year and Summer 2010-2012**

*(All dates are inclusive)*

<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday</td>
<td>September 7</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday</td>
<td>September 27</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday</td>
<td>October 11</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday</td>
<td>October 11</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
<td>November 8</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday</td>
<td>November 25–27</td>
</tr>
<tr>
<td>Legislative Days</td>
<td>Tuesday, Wednesday</td>
<td>December 14 (classes meet on a Thursday schedule), December 15 (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Wednesday</td>
<td>December 15</td>
</tr>
<tr>
<td>Reading day</td>
<td>Thursday</td>
<td>December 16</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Friday–Thursday</td>
<td>December 17–23</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Friday–Saturday</td>
<td>December 24–January 22</td>
</tr>
<tr>
<td><strong>2011</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Session classes begin</td>
<td>Tuesday</td>
<td>January 4</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>Monday</td>
<td>January 17</td>
</tr>
<tr>
<td>Winter Session classes end</td>
<td>Saturday</td>
<td>January 22</td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Monday</td>
<td>January 24</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Friday</td>
<td>February 11</td>
</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>Monday</td>
<td>February 21</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Friday</td>
<td>February 25</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Saturday</td>
<td>March 14–19</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Friday</td>
<td>April 1</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday</td>
<td>May 9</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday</td>
<td>May 10</td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Tuesday</td>
<td>May 11–17</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday</td>
<td>May 19</td>
</tr>
<tr>
<td>2011 Summer Session I</td>
<td>Monday–Friday</td>
<td>May 23–July 1</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>May 30</td>
<td></td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>July 4</td>
<td></td>
</tr>
<tr>
<td>2011 Summer Session II</td>
<td>July 5–August 12</td>
<td></td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>September 5</td>
<td></td>
</tr>
<tr>
<td>Fall term begins</td>
<td>September 6</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>September 26</td>
<td></td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>October 10–11</td>
<td></td>
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<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>October 10</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>November 7</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>November 24–26</td>
<td></td>
</tr>
<tr>
<td>Legislative Day</td>
<td>December 14 (classes meet on a Monday schedule)</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 16</td>
<td></td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>December 19–23</td>
<td></td>
</tr>
<tr>
<td>Winter recess</td>
<td>December 24–January 21</td>
<td></td>
</tr>
<tr>
<td>Winter Session classes begin</td>
<td>January 2</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>January 16</td>
<td></td>
</tr>
<tr>
<td>Winter Session classes end</td>
<td>January 21</td>
<td></td>
</tr>
<tr>
<td>Spring term begins</td>
<td>January 23</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>February 10</td>
<td></td>
</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>February 20</td>
<td></td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>February 24</td>
<td></td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 12–17</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>March 30</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 7</td>
<td></td>
</tr>
<tr>
<td>Reading day</td>
<td>May 8</td>
<td></td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>May 9–15</td>
<td></td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>May 17</td>
<td></td>
</tr>
<tr>
<td>2012 Summer Session I</td>
<td>May 21–June 29</td>
<td></td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>May 28</td>
<td></td>
</tr>
<tr>
<td>2012 Summer Session II</td>
<td>July 2–August 10</td>
<td></td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>July 4</td>
<td></td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>September 3</td>
<td></td>
</tr>
</tbody>
</table>
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 and institutes at major centers in Manhattan, Brooklyn and Abu Dhabi (UAE). 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 different degrees.
The Schools, Colleges, Institutes and Programs of the University
(in order of their founding)

1832 College of Arts and Science
   cas.nyu.edu

1835 School of Law
   www.law.nyu.edu

1841 School of Medicine
   school.med.nyu.edu

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

1886 Graduate School of Arts and Science
   www.gsas.nyu.edu/

1890 Steinhardt School of Culture, Education, and Human Development
   steinhardt.nyu.edu

1900 Leonard N. Stern School of Business
   www.stern.nyu.edu

1922 Institute of Fine Arts
   www.nyu.edu/gsas/dept/fineart

1934 School of Continuing and Professional Studies
   www.scps.nyu.edu

1934 Courant Institute of Mathematical Sciences
   cims.nyu.edu

1938 Robert F. Wagner Graduate School of Public Service
   wagner.nyu.edu

1960 Silver School of Social Work
   www.nyu.edu/socialwork

1965 Tisch School of the Arts
   www.tisch.nyu.edu

1972 Gallatin School of Individualized Study
   www.nyu.edu/gallatin

1972 Liberal Studies Program
   www.liberalstudies.nyu.edu

2006 Institute for the Study of the Ancient World
   www.nyu.edu/isaw

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

2010 New York University Abu Dhabi
   nyuad.nyu.edu

New York University and New York

NEW YORK UNIVERSITY LIBRARIES
The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a five-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With four million print volumes, 68,000 serial subscriptions, 50,000 electronic journals, half a million e-books, 105,000 audio and video recordings and 25,000 linear feet of 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, received 2.8 million visits in 2008-2009.

Bobst Library offers 45 miles of open stacks and 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 70,000 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, a rich and growing 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 the Real Estate Institute, 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 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 30 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, theaters, 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 over 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; 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.

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Undergraduate and 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. Both B.A. and M.A. 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, independent studies, tutorials and internships. Gallatin uses New York City as an extended classroom, offering students the possibility to explore the relationships between theory and practice as they develop their capacities for critical thinking, effective communication and creative work. Undergraduate students experience a thorough grounding in the history of ideas through traditional great books and other significant texts; and graduate students pursue advanced study in interdisciplinary modes of thought.

With just over 1,300 undergraduate students and approximately 200 graduate students, Gallatin enjoys the benefits of being a relatively small school housed within a major research university. Its connections with outstanding professors in NYU’s fine Faculty of Arts and Science and renowned professional schools allow Gallatin to provide students with a flexible but rigorous and practical curriculum.

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 iconoclast 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.
Over the next three decades, this experiment would be transformed into a finely tuned educational approach that has developed a national reputation for its unique combination of flexibility and high standards. The Gallatin School of Individualized Study gained official school status at NYU in 1995 and has graduated more than 6,500 students with bachelor's and master's degrees. The Gallatin School boasts an excellent core faculty of committed teacher-advisers, as well as a distinguished group of faculty advisers from all over NYU and artists and scholars from around New York City.

An Individualized Education: An Overview

The cornerstone of the Gallatin School is its individualized approach to education: Gallatin puts the individual student first. Rather than following a predetermined curriculum of requirements and electives, Gallatin students enjoy an unusual degree of freedom to design their own individualized programs of study, with 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 are likely to have several different careers and to 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. Students design their own concentration, a program of inquiry organized around a particular theme, concept, activity, period, or area of the world; undergraduate students produce a plan for the concentration, called the Intellectual Autobiography and Plan for Concentration, by the end of the sophomore year. The combination of the Plan of Study and the Intellectual Autobiography and Plan for Concentration leads students to develop a coherent, incremental and rigorous program each term, building on previous work and leading toward the realization of important educational and professional goals. The 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 students to attend to the connections between the various 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. Undergraduate students have the
additional support of a class adviser, and graduate students have access to a program adviser. 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. For undergraduate students, class advisers work with the members of a specific cohort (e.g., first-year stu-
Gallatin undergraduate and 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.

THE STUDENT BODY

The interests of Gallatin students cover an unusually wide range of academic subjects, including the arts, humanities, social sciences, business, pre-law and pre-medicine. Their career goals are just as varied—lawyer, actor, professor, novelist, architect, filmmaker, financial analyst, arts administrator, social worker.

Because designing one’s own academic program requires considerable maturity, Gallatin students tend to be highly self-motivated and independent. They usually want to build an area of concentration that combines work in several areas of academic study, rather than to focus on a traditional “major.” So they combine study in several disciplines, develop an interdisciplinary program around a particular topic, or blend a concentration in a field such as business, the arts, or prelaw with Gallatin’s liberal arts core curriculum.

Opportunities for Study

Gallatin courses designed for undergraduate and graduate students engaged in interdisciplinary programs. These courses are relatively small (15-22 students) and emphasize class discussion and thoughtful writing assignments. The undergraduate curriculum includes liberal arts seminars and workshops on art and community learning. Seminars in writing and research, the history of ideas and the traditional great books and other significant texts are designed to provide an integrated educational experience that helps students see the relationships between the various elements of their programs as well as the connections between their experiences in school and life beyond the campus. Workshops span the distance between theory and practice, engaging the artist as scholar and the activist as intellectual. The graduate core curriculum includes prosemantics 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 students may take courses in most of the schools, departments and programs of NYU: the College of Arts and Science; 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 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.

Courses Abroad

Gallatin students may study at any of NYU’s 10 global academic centers. The centers offer courses developed by NYU’s constituent schools, and so a Gallatin student spending a semester abroad may, for example, find himself in two
courses offered by Gallatin, one by the
College of Arts and Science and one by
the Tisch School of the Arts. Qualifying
Gallatin students may also participate in
any of the 15 exchange programs that
NYU has established with partner univer-
sities around the world or, with special
permission, in non-NYU study abroad
programs. Gallatin also sponsors several
travel courses each academic year. These
two- to four-week study abroad courses
are small discussion-based seminars with
Gallatin faculty that are designed to pro-
vide a unique and in-depth exploration
of a particular cultural or historical topic
found within a foreign country or region.
Students experience each location
hands-on through visits to museums, gal-
leries and historical sites and through
meetings with local artists, intellectuals
and political figures. For more informa-
tion about NYU’s and Gallatin’s global
offerings, see pages 155-159.

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 pro-
fessor 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 prearr-
anged syllabus detailing discussion topics,
readings, assignments and written work.

Internships

Experiential learning is a key part of the
Gallatin curriculum, and Gallatin pro-
vides an extensive list of available place-
ments 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
they have mastered material equivalent
to that covered in actual courses offered
at New York University.

SAMPLE PROGRAMS OF STUDY

Each student in the Gallatin School
designs, with the help of an adviser, an
individualized program of study that
includes a unique concentration. Gallatin
students organize these concentrations
around several kinds of concepts: combi-
nations of disciplines and professions;
ideas, problems and themes; time peri-
ods; and areas of the world. These con-
centrations often cross the traditional
boundaries of the disciplines, drawing
on everything from literature and history
to business and computer science. The
following examples represent the kinds
of concentrations Gallatin students can
create.

Environmental Studies, combin-
ing biology, earth sciences, environmental
education and photography with an
internship with the Central Park
Conservancy.

Arts Management and Cultural
Policy, using courses in the arts, policy
studies, private lessons and internships
at New York City arts organizations to
prepare for a career with arts councils,
museums and theaters.

Science in a Social Context, com-
bing lab courses in the sciences with
the history and philosophy of science,
sociology, politics and cultural history.
The Medieval World, linking course work in poetry and drama, cultural studies and science from several regions with work as a research assistant for a medievalist.

Grassroots Political Movements in Theory and Practice, combining course work in Gallatin community learning seminars, language study, political theory, labor history, sociology and ethnic studies with internships at community-based organizations.

Globalization, combining course work in economics, finance, political theory, media studies, marketing and sociology with study abroad through NYU in London, Ghana and Prague.

The Art and Business of Storytelling, combining course work in communication studies, creative writing, arts workshops, anthropology and marketing with independent studies in the history of the book and internships at New York-based magazines and newspapers.

Performing the Political, combining course work in political theory, psychology, theater studies, acting, media studies and advertising with an internship at a theatrical company in New York.

INTERDISCIPLINARY ARTS PROGRAM

The Gallatin Interdisciplinary Arts Program, modeled on the artist-scholar/scholar-artist philosophy of education, enables students to design programs combining academic and creative work in the arts. The interdisciplinary arts curriculum includes workshops and writing seminars in the performing, literary and visual arts. Students may intern in arts agencies and performance companies and study at various private studios in New York City. Annually, the program sponsors the Gallatin Arts Festival, a weeklong series of performances and art events open to the entire Gallatin student body, as well as the Master’s Thesis Showcase, which features performances and presentations by graduate students who are completing their thesis.

WRITING PROGRAM

Gallatin’s Writing Program is designed to expand opportunities for studying writing, engage students in a variety of experiential and individualized modes of learning, and focus writing across, as well as at the center of, Gallatin’s curriculum. The Writing Program includes more than 30 courses, from required first-year seminars and research seminars with themes such as “Writers on Writing,” “Writing 20th-Century Music and Culture” and “The Idea of America: What Does it Mean?” to advanced writing courses in genres including poetry, fiction, creative nonfiction, advocacy writing, comedy writing and documentary writing.

The Writing Program sponsors readings by faculty and guest lecturers; supervises a Writing Center that employs students as peer writing assistants; and publishes a biweekly electronic newsletter, Writing Program News and an annual journal of student writing and visual art, The Gallatin Review.

The Writing Program has two community outreach projects. The Literacy Project consists of a Literacy in Action course (cosponsored by Gallatin’s Community Learning Initiative), which educates students who tutor adults at four partner sites; a weekly writing class at one of the sites; publications, including The Literacy Review, an annual journal of writing from adult literacy/ESOL programs throughout NYC; and the annual all-day Literacy Review Workshops in Teaching Writing to Adults. In the Great World Texts Project, Gallatin faculty and students collaborate with faculty and students at New York City public high schools to study a canonical or “contemporary classic” text. Gallatin undergraduate mentors work with the high school teachers and help students create text-related projects that are presented at a celebration for all.
COMMUNITY LEARNING INITIATIVE

The 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. CLI gives students a chance to combine community-based action with intensive reflection, to explore the relation between theory and practice and to develop skills and knowledge that will contribute to social change as well as to intellectual and personal growth. Through its courses, CLI brings together the best of what community mapping, experiential learning, participatory action research and grassroots organizing have to offer, in an effort to increase the capacity and participation of local communities toward a more equitable and democratic society. In addition, CLI offers co-curricular programs, film screenings, workshops and project grants to provide numerous opportunities for engagement, reciprocity and reflection.

SCHOLARS AND HONORS GROUPS

The Albert Gallatin Scholars Program (AGS), the Dean’s Honor Society (DHS) and Americas Scholars offer exceptional undergraduate students an enriched educational and cultural experience, including special seminars, scholarships, cultural events, mentoring and domestic travel and travel abroad. All three groups require students to maintain at least a 3.5 GPA, and students are expected to participate in group activities and also engage in regular community service or civic engagement activities.

Offers of membership to the AGS are extended as part of the admissions process, and students are eligible for membership through all four years of their time at Gallatin, provided they adhere to the program guidelines. For more information on the Albert Gallatin Scholars Program, see the Gallatin Web site. Applications for membership in the Dean’s Honor Society and Americas Scholars are solicited from qualifying Gallatin sophomores and juniors for participation in the program during their junior and senior years of study. Students are not eligible for the DHS and Americas Scholars if they intend to take part in study abroad during the year for which they are applying. For more information on the Dean’s Honor Society and Americas Scholars, see the Gallatin Web site.

GALLATIN RESEARCH AND CONFERENCE FUND

The Gallatin Research and Conference Fund was established to help undergraduate and graduate students pursue special academic and intellectual interests outside of the classroom. These funds have been used to support group and individual projects such as presenting papers at academic conferences, conducting field research, participating in archaeological digs and doing ethnographic studies. Students are expected to provide a written report on their activities within one month of the completion of the proposed activity. Applications are available on the Gallatin Web site and may be submitted at any time during the year. Past awards have ranged from $250 for domestic projects and $450 for international travel. Please submit completed applications to the Gallatin Deans’ Office.

DEAN’S AWARD FOR GRADUATING SENIORS

The Dean’s Award for Graduating Seniors is designed to fund research projects pursued immediately after graduation and related to a student’s concentration or colloquium. Students are
expected to provide a written report on their activities by the end of the year following their graduation. Applications are available on the Gallatin Web site and are due in December (for January graduates) and April (for May graduates). Award amounts are contingent on the project’s scope and time frame and will generally only provide partial support for the proposed project. Please submit completed applications to the Gallatin Deans’ Office.

INTERDISCIPLINARY INQUIRY: AN UNDERGRADUATE RESEARCH CONFERENCE
The Gallatin student community is the home of a vibrant collective of interdisciplinary inquiry, and the Undergraduate Research Conference provides an excellent opportunity for students to learn from each other’s work and to get feedback on their own work. This undergraduate interdisciplinary conference is a forum for Gallatin students to come together in a conference-style setting to share the methods and results of their recent interdisciplinary scholarship. Students interested in submitting a proposal should discuss it with their adviser or with a sponsoring faculty member. For more information, contact the Office of the Associate Dean for Faculty and Academic Affairs, 212-998-7342.

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 and the Dibner Institute and been a visiting scholar at both the Max Planck Institute for the History of Science and Columbia University. He is the author of From Bauhaus to Ecobouse: 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.net.

Sinan Antoon
Assistant Professor

Sinan Antoon’s teaching and research interests lie in premodern Arabo-Islamic culture and contemporary Arab culture and politics. His dissertation, “The Poetics of the Obscene,” is the first study of the 10th-century Arab poet Ibn al-Hajjaj. His poems and essays (in Arabic) have appeared in As-Safir, Al-Adab and Masharef and in the Nation, Middle East Report, Al-Ahram Weekly, Banipal, Journal of Palestine Studies, World Literature Today and Ploughshares, among others. He has published a collection of poems, The Baghdad Blues (Harbor Mountain Press, 2007) and a novel, I’jaam: An Iraqi Rhapsody (City Lights, 2007), which has been translated into German, Norwegian, Portuguese and Italian. His poetry was anthologized in Iraqi Poetry Today and in Inclined to Speak: An Anthology of Contemporary Arab American Poetry. His cotranslation of Mahmoud Darwish’s poetry was nominated for the PEN Prize for translation in 2004, and his translation of Darwish’s last prose book, In the Presence of Absence, is forthcoming from Archipelago Books in 2010. He returned to his native Baghdad.
in 2003 as a member of InCounter Productions to codirect a documentary, *About Baghdad*, about the lives of Iraqis in a post-Saddam-occupied Iraq. He is on the advisory board of *Arab Studies Journal*, a contributing editor to *Banipal* and a member of the editorial committee of *Middle East Report*. In 2008 and 2009, he was a postdoctoral fellow at the EUME (Europe in the Middle East-The Middle East in Europe) Program at the Wissenschaftskolleg zu Berlin. Professor Antoon has appeared on NPR, *Al Jazeera English* and The Charlie Rose Show.

**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, University of California at Berkeley, 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; Dangerous Women, Deadly Words: Phallic Fantasy and Modernity in Three Japanese Writers*, “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 premodern 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.

**Kimberly McClain DaCosta**  
Associate Professor  

Kimberly McClain DaCosta, a sociologist, is especially interested in the contemporary production of racial boundaries. Her book, *Making Multiracial: 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 currently working on an ethno-
graphic study of the advertising industry and the structural, economic and cultural dimensions of ethnic marketing called *Black Magic: African American Advertising, Symbolic Boundaries, and the Making of Inequality*. 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 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 Culture, Art and Politics in 21st-Century Buenos Aires. 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 Alternative Culture*; the editor of the *Cultural Resistance Reader*; and the coauthor of *The Bobbed Haired Bandit: A True Story of Crime and Celebrity in 1920s New York*. He also writes widely on culture and politics for scholarly journals and collections, as well as popular publications like the *New York Times*, the *Nation* and *Playboy*. 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. Professor Duncombe has been a lifelong political activist and is currently working on a book about propaganda during the New Deal.

**Gregory Erickson**
Clinical Assistant 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 music, literature, popular culture and religion 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 scholarly collections and in journals such as the *Henry James Review* and the *Journal of Popular Music Studies*. From 2002 to 2009 he taught writing and world literature at Mannes College, the New School for Music, and directed their Writing Center. For five years, he was the director of the Classical Music Division at the Brooklyn Conservatory of Music.

Erickson is a classically trained trombonist who performs with professional orchestras and chamber ensembles around New York. His training as a literary scholar and classical musician enables him to enrich the curriculum of Gallatin in multiple formats. He is currently working on a book on heresy and the modern 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, early modern drama, early modern women writers, early modern economic history, early modern 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) shows that tragicomic theater provides a model to manage material challenges presented by the new economic practices developed to conduct long-distance 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 entitled “Developing New Worlds: Property, Freedom, and the Economics of Representation in Early Modern England and the Caribbean.”

**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, and she has taught on-site in Turkey and Greece. After receiving her Ph.D., Professor Franks taught in the Department of the Classics at Harvard University. At Gallatin, her teaching interests focus on the intersection of ancient texts and material culture, and include classes on ancient portraiture, concepts of the outsider and cultural memory. Currently, she is working on a book, titled “Hunters, Heroes, Kings,” which 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 work is particularly focused on the changing relevance of gender, youth and Islam in urban politics and labor movements in Dakar during Senegal’s neoliberal era. 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
Sharon Friedman
Associate Professor

Sharon Friedman’s teaching and research interests are in the areas of literary and dramatic criticism, feminist criticism, theories of adaptation and critical writing across the curriculum. Her publications include “Feminism as Theme in Twentieth-Century American Women’s Drama” in American Studies, “Revisioning the Woman’s Part in Paula Vogel’s Desdemona” in New Theatre Quarterly, “Honor or Virtue Unrewarded: Susan Glaspell’s Challenge to Ideologies of Sexual Conduct and the Discourse of Intimacy” in New England Theatre Journal and “Sounds Indistinguishable from Sights: Staging Subjectivity in Katie Mitchell’s Waves” in Text and Performance. Other essays have appeared in Contemporary Authors Bibliographical Series: American Dramatists, TDR, Women and Performance, Susan Glaspell: Essays on Her Theater and Fiction and Codifying the National Self: Spectators, Actors, and the American Dramatic Text. She is coauthor of Writing and Thinking in the Social Sciences, and her most recent publication is an edited volume entitled Feminist Theatrical Revisions of Classic Works (McFarland, 2008). Her courses include Literary Forms and the Craft of Criticism, Text and Performance (cotaught with Professor Julie Malnig), The Art of the Personal Essay and Revisioning the Classics. In 1988, she was the recipient of New York University’s Distinguished Teaching Award.

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

Lisa Goldfarb’s teaching and research interests are in the fields of comparative literature (French and English) and writing. She focuses on 19th- and 20th-century European and American poetry and fiction and is particularly interested in the relationship between music and poetry, philosophic questions in literature and the literature and history of New York City. She teaches a wide range of interdisciplinary seminars including Belief and Skepticism, Sound and Sense, Passion and Reason, Reading Poetry, Wallace Stevens and the 20th Century and Modern Poetry and the Actual World. She has also taught a foreign study course in France and has accompanied student travel and study groups to Cuba, Prague and Athens. Professor Goldfarb is a recipient of Gallatin’s Adviser of Distinction Award and NYU’s Great Teacher Award. She has published many essays on modern poetry in such journals as the Romantic Review, Journal of Modern Literature, Wallace Stevens Journal and Fulcrum 5: An Annual of Poetry and Aesthetics. She is the author of a book entitled The Figure Concealed: Wallace Stevens, Music and Valéryan Echoes. She is incoming President of the Wallace Stevens Society and Associate Editor of the Wallace Stevens Journal (January 2011). Professor Goldfarb also serves as associate dean for faculty and academic affairs at the Gallatin School.

Jean Graybeal
Associate Professor, retired
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  

Hannah Gurman’s teaching and research interests include American history, literature and culture, with a focus on the role of the U.S. in the world. In both her teaching and her writing, Professor Gurman seeks to integrate the study of American foreign policy and international relations with that of American identity, culture and literature. She received Columbia University’s Bancroft Dissertation Prize in 2008 for her dissertation entitled *The Dissent Papers: The Voice of Diplomats in the Cold War and Beyond*, which examines the history of U.S. foreign policy through the writings of diplomats that challenged the status quo. Her articles have appeared in *Salon* and *Small Wars Journal*, as well as *The Journal of Contemporary History* and *Diplomatic History*, among others. She is also a regular blogger for the website *Foreign Policy in Focus*. Professor Gurman teaches writing and interdisciplinary seminars on such topics as the Idea of America, the Vietnam War, War and Peace and the Writer in International Conflict.

**Louise Harpman**
Clinical Associate Professor  
A.B. 1987, Harvard; M.Phil. 1988, Cambridge; M.Arch. 1993, Yale

Louise Harpman served as Associate Dean for Undergraduate Programs at the School of Architecture at the University of Texas at Austin from 2003 to 2008. Throughout her tenure, she was a Fellow of the Harwell Hamilton Harris Professorship in Architecture and served as the Director of the Professional Residency Program. From 1996 until 2003, she was Critic in Architectural Design at the Yale School of Architecture, where she served from 2002 to 2003 as Chair of the Graduate School Admissions Committee. Since 1995, Harpman has been a partner and principal in the architectural practice Specht Harpman. The firm’s work has received numerous awards and was recently named one of *Wallpaper* magazine’s “top 50 up and coming firms from around the world.” Their design for zeroHouseT, a self-sufficient, off-the-grid dwelling, has attracted a number of university and corporate partners and has been featured in many publications, including *Dwell*, the *Wall Street Journal*, *Architectural Record* and *Texas Architect*.

**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. Her dissertation analyzed the role of writers in the creation of England’s national schooling system during the Victorian period. 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 from Fall 2010, forward she will serve as the Chair of the Gallatin M.A. program. In 2009, she received the Gallatin Excellence in Teaching Award.

**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, Commonwealth 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 work current work is focused on the force and form of critique in times of war. She has an essay entitled “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” that will appear in *triplecanopy*. Huber is teaching and taking part in the Radical Citizenship Tutorials on Angel Island in San Francisco and Governors Island in New York in the Summer of 2010. In the Fall of 2010 she will be 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); Literary Geography (representations of pastoral, the region and the city in literature); 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. Website:  
[www.placestudies.com](http://www.placestudies.com)
Mitchell Joachim
Clinical Associate Professor

Mitchell Joachim’s teaching and research interests lie in architecture, urban planning and sustainable design. An architect and urban designer in New York City specializing in the theory and science of ecological design, he is the co-founder of Terraform ONE and Terrafuge, a non-profit organization and philanthropic design collaborative that integrates ecological principles in the urban environment. He was selected to be the Frank Gehry International Visiting Chair of Architectural Design at the University of Toronto in the spring of 2010, and he has taught at Syracuse University, Parsons, the New School of Design and Columbia University, among other places. Joachim has been an architect with Gehry Partners and Pei Cobb Freed and Partners, and he had a research fellowship appointment with Moshe Safdie and Associates in Somerville, MA. He was awarded a TED Fellowship at the TED 2010 Conference in Burbank, CA, and in 2009, Rolling Stone magazine named him one of its 100 People Who Are Changing America.

Bradley Lewis
Associate Professor

Bradley Lewis has dual training in interdisciplinary humanities and medicine (specializing in psychiatry). He writes and teaches at the interface of medicine/psychiatry, humanities, cultural studies of science and disability studies. He is the cultural studies editor for the Journal of Medical Humanities and is the author of Moving Beyond Prozac, DSM, and the New Psychiatry: Birth of Postpsychiatry. His current book project is a narrative study of clinical encounters. He is part of a growing number of academics who bring theoretical humanities to the biosciences. Professor Lewis’s work teases out questions of difference and inclusion (ability, class, race, sexual preference, gender, nation status) in the creation and application of scientific knowledge.

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 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 global and non-Western feminist texts. 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 articles on this research in 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). She teaches courses on globalization, India/South Asia, nationalism and colonialism, diasporic studies, gender and feminism, and ethnography.

Julie Malnig
Associate Professor

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, 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, photography, material culture and a range of philosophical and theoretical discourses including psychoanalysis, structuralism and phenomenology. She received both 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, where she taught and began revising her dissertation for publication as a book. The book—which will appear in 2012—situates the conceptual art movement of the late 1960s and early 1970s in relation to the field of structuralist and post-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. Professor 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, and her writing has appeared in Oxford Art Journal, Frieze magazine, Cabinet and fort da. Her course offerings include The Photographic Imaginary; The Thingliness of Things; Psychoanalysis and the Visual; and What Was Conceptualism, and Why Won’t It Go Away?

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 of the forthcoming book, Ornamentalism: The Art of Renaissance Accessories; coeditor 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” and “Quacking Delilahs: Female Mountebanks in Early Modern England and Italy.” 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 and director of the Iranian Studies Initiative at New York University. From 2002 to 2007, he held several administrative posts in the Gallatin School Deans’ 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 (CSSAAME, spring 2005). He is currently completing a book entitled Tradition, 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.

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 service learning 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) and was named Researcher of the Year by the National Society for Experiential Education in 2004. He has given invited talks on experiential learning at such schools as Williams College, Princeton University and Queens College and has twice been the keynote speaker at the Martha’s Vineyard Institute on Experiential Education. His current research explores the status and use of experience as a source of knowledge and learning in higher 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.

**Vasuki Nesiah**  
Associate Professor of Practice  
Vasuki Nesiah was the head and founder of the gender program at the International Center for Transitional Justice, designing and managing global programs to provide legal and policy assistance in the field of post-conflict human rights to civil society advocacy groups and governmental agencies in South Africa, Ghana, the Philippines, Nepal, India and Sri Lanka. At Brown University, where she was a visiting assistant professor, Nesiah taught classes on international criminal justice, feminist debates in international law, and identity, rights and conflict. She has also taught at Harvard University, Syracuse University and the University of Puerto Rico Law School. Nesiah has written and presented papers on such topics as international human rights, humanitarianism, feminist theory, comparative law and postcolonial studies.

**Kimberly Phillips-Fein**  
Assistant 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 currently working on a new 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 local labor markets, gentrification, race and ethnicity in the United States and Geographic Information Systems. His courses include Urban Space and Resistance, Mapping for Social Change, Latinos and the Politics of Race in the United States and Gentrification and Its Discontents. He is currently doing research on undocumented Latino workers and the social regulation of local labor markets.

**Millery Polyné**  
Assistant Professor  
Millery Polyné’s teaching and research interests highlight the history of U.S. African American and Afro-Caribbean/Afro-Latino cultural, political and economic initiatives in the 19th and 20th centuries; coloniality in the Americas; Caribbean dance; and the intersections of race, sports and urban memory. He has published articles in journals such as *Small Axe*, *Caribbean Studies, Journal of Haitian Studies, Wadadagei* and *The Black Scholar*. His first book, *From Douglass to Duvalier: U.S. African Americans in Haitian Affairs, 1870-1964* (University Press of Florida, 2010), examines cross-cultural initiatives for Haitian development through the lens of Pan Americanism. A historian by training, Professor Polyné’s interests also lie in poetry and film. He is a 2005 recipient of the New York Foundation for the Arts (NYFA) Poetry Fellowship. The NYFA grant funded *blacks cropped crop blacks*, a short experimental film that highlights the struggles and resilience of U.S. African American tobacco farmers in North Carolina. The film premiered at the Roxbury Film Festival and has also been screened at Anthology Film Archives, the Boston Public Library and the University of Rochester, where he was awarded the Frederick Douglass Postdoctoral Fellowship (2005). Professor Polyné’s Gallatin courses include Consuming the Caribbean; Black Intellectual Thought in the Atlantic World; Hemispheric Imaginings: Race, Ideology, and Foreign Policy in the Americas; Africa and the Politics of Aid; and Sports, Race, and Politics.

**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 spring volume (March 2010) 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. Professor Raiken 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 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 the early medieval period to the Renaissance. He has served as lecturer in the history and literature program at Harvard University, where he also served as assistant director of studies and as co-chair of the committee on instruction. He teaches courses ranging from introductory seminars on the history and literature of the medieval and early modern worlds to a course on the history of Charlemagne in memory and myth. He has also taught and written on subjects ranging from masculinity, the history of kindness and philanthropy, saints and saintly lives and literary and historical theory. He received a Gordon Gray Grant for Writing Pedagogy from Harvard and a Fulbright Research Fellowship while at Brown. Romig is currently working on a translation of Opus Caroli regis contra synodum (“King Charles’s Book Against the Synod”), an important early medieval treatise on image worship, along with a companion volume for the teaching and research of this text. He is also working on a book called “The Emperor is Dead: Trauma and Cultural Change during the Carolingian Time of Troubles,” which centers around a collection of Latin texts from the mid-ninth century.

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 teach-

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 domination 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 Quandrell Award for Excellence in Undergraduate Teaching. Her research and teaching interests include ancient Greek and Roman poetry, especially epic, lyric and drama; 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 Gender in Antiquity; Ancient Greek and Near Eastern Wisdom Traditions; Ancient Reflections in a Time of Modern War; Medea and Beloved; and Classical Drama and Its Influences. Professor Slatkin has published articles on Greek epic and drama; a second edition of her book *The Power of Thetis* is forthcoming from Harvard University Press. She has served as the editor in chief of *Classical Philology*, an international journal in the field of classics, and has 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, the Max-Planck-Institut für Wissenschaftsgeschichte in Berlin and the Craven Seminar at Cambridge University. She is also currently visiting professor in the Committee on Social Thought at the University of Chicago.

**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 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 dumpster diver. He works on understanding the multiple presents, pasts, the 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 a co-founder 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 2011. 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, forthcoming 2011).

**e. Frances White**

Professor

e. Frances White is NYU’s vice provost for faculty development, having served as 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. Concerned about the impact of civil unrest in Sierra Leone, she is working on a follow-up to her dissertation research project.

**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 1987 and was a visiting professor at both 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 Clauss Prize for Teaching Excellence in the Humanities. She was also appointed to the Charles B. G. Murphy Chair while at Yale and, as a graduate student, won a Mellon Fellowship, a Whiting Fellowship, a Danforth Fellowship and a Marshall scholarship. Currently chair of the
Modern Language Association’s Executive Committee for the Division on the Literature of the English Renaissance, 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 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 The Apparent Corpse: Popular and Transnational Bodies on the Shakespearean Stage and Foreign Nationals: Intercultural Literacy and Literary Diaspora in Early Modern Europe.

ASSOCIATED FACULTY

**Myles W. Jackson**


Professor of the history of science at Gallatin, Myles W. Jackson is also the Polytechnic Institute of NYU’s Dibner Family Professor of the History and Philosophy of Science and Technology and director of science and technology studies at NYU-Poly. After starting his Ph.D. in molecular biology, he switched to the history and philosophy of science. 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. He was a Walther-Rathenau Fellow at the Technische Universität Berlin in 1991-2 and a National Science Foundation and Mellow Fellow at Harvard University from 1992-4. 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 over 40 articles, book chapters and encyclopedia entries on the history of science and technology from the Scientific Revolution to the present. His most recent work, Harmonious Triads: Physicists, Musicians and Instrument Markers in Nineteenth-Century Germany (MIT Press), was released in 2006 with the paperback edition appearing in 2008. 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 Fraunhofer’s Spektren: Die Präzisionsoptik als Handwerkskunst (Wallstein Verlag, Göttingen, 2009). Professor Jackson has won teaching awards from Harvard and the University of Pennsylvania. He is a member of the Academy of Sciences in Erfurt, Germany. He is currently working on a new project dealing with issues of intellectual property germane to the CCR5 gene and has served as an expert for the ACLU on the BRCA 1 and 2 gene patent case. He is also co-editing a volume on science, technology and music in the twentieth century for the History of Science Society’s annual journal, Osiris, forthcoming with the University of Chicago Press in 2013. In 2010 Jackson received the Francis Bacon Prize from Caltech for his contributions to the history and philosophy of science and technology.
ASSOCIATE FACULTY

Nicole Cohen
—history of East Asia, especially modern Japan and Korea; colonialism and imperialism; gender; space; social history; everyday life

Gail Drakes
—contemporary U.S. cultural and social history; African American history; intellectual property law and culture; collective memory; social movements; documentary film studies

June Foley
—19th- and 20th-century literature; the novel; fiction writing, memoir writing; writing for young readers

Rahul Hamid
—Iranian cinema; modernism in cinema; early film; narrative theory; politics and aesthetics; adaptation; film criticism

Lauren Kaminsky
B.A. 2000, Illinois (Urbana-Champaign)
—modern world history; Western and Eastern European studies; comparative history of gender and sexuality; state theory and socialism; cinema studies

Patrick McCreery
—American studies; queer theory; cultural studies; urban studies; family life

Nicole Parisier
—19th- and 20th-century American literature; art and cultural history; contemporary fiction; autobiography

Meredith Theeman
B.A. 2001, Vassar; M.Sc. 2003, University of Surrey (UK); M.Phil. 2006, Hunter College; Ph.D. 2010, Graduate Center (CUNY)
—environmental psychology; psychology of adulthood and aging; psychology of perception; psychology of adjustment; self and technology; writing across the curriculum

Jeannette Tran
B.A. 2004, California (Los Angeles); M.A. 2005, Wisconsin (Madison)
—16th and 17th century English literature (dramatic and poetic figures); cross-cultural adaptation; critical race theory; comparative race studies; performance theory; gender studies; social justice

Vasu Varadhan
—media studies; media, globalization and cultural identity; international communications; women in developing countries; expository writing; ancient Indian literature

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; electronic arts; interactive multimedia; virtual museum of digital archives on the Internet

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

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

Laura Ciolek: 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

Maura Donnelly: adult literacy and English for speakers of other languages; writing

Imani Douglas: theater; 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: aesthetics and the arts; prosody; comparative literary studies; poetry; writing

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

Rosanne Kennedy: political theory; feminist theory; continental philosophy; psychoanalysis; Rousseau studies; Enlightenment thought; theories of subjectivity

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

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

Clair McPherson: early middle ages; late antiquity; old English and Icelandic literatures; ancient and medieval philosophy; art; Greek philosophy; comparative religion; Judeo-Christian and classical traditions

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

Meera Nair: fiction and nonfiction writing; Asian-American and postcolonial literature; South Asian history and politics

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

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 postmodern psychoanalytic thought; Buddhist psychology; literature and psychoanalysis

Pat Rock: Shakespeare; medieval and Renaissance studies; Greek philosophy and literature

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; conflict resolution; immigration and the changing face of America; documentary arts; audio art, radio and multimedia expressive arts; community projects and dialogue across race, religion, ethnicity and class

Chris Spain: creative writing; film

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

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

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
The Gallatin undergraduate program in individualized study (HEGIS code number 4901*) leads to the Bachelor of Arts degree. Each student's curriculum combines a general liberal arts education with a concentration in a specific area of study. Gallatin students can take regular classroom courses in most of the undergraduate schools of New York University; they do independent study projects, internships and private lessons in the arts; they study abroad, often in Gallatin’s own travel courses; and they study modes of interdisciplinary thought and the history of ideas through traditional great books and other significant texts in Gallatin’s own liberal arts courses.

**ADVISING**

To ensure the success of this individualized approach to education, Gallatin places primary emphasis on advising. Each student is teamed with a faculty member who shares the student's interests and serves as an academic adviser. The adviser helps the student plan the course of study each semester and often supervises independent study and internships. Student and adviser thus get to know each other very well, and they often develop relationships that last long beyond graduation.

**THE CONCENTRATION**

Gallatin students develop a unique concentration based on their own academic and professional goals. A concentration is a program of study organized around a theme, problem, activity, period of history, area of the world or some central idea; it takes the place of a major. To construct a concentration, students draw on a variety of perspectives and theories and build on a range of skills in order to explore the organizing theme. They may take related courses in a number of departments in other schools, as well as in Gallatin; they may engage in independent study or internships as part of the work. The concentration typically constitutes from one-fourth to one-third of students’ undergraduate studies. It may lead toward graduate study or toward a career, or it may simply express students’ curiosity about a particular problem. Gallatin students create concentrations around a diverse and expanding array of ideas: from African American History and Public Policy Studies to Community Building Through the Arts; from Literature and Disability Studies to The Politics of Communications; and from Neuroscience and Philosophy to Latin America and Asia in the 17th century.
AN INTEGRATED VISION

While students pursue their concentration mainly through course work in the other schools of the University as well as through internships and independent study projects outside of NYU, they all take a number of courses in Gallatin’s core curriculum. This core curriculum focuses on the liberal arts and includes a wide variety of courses in writing, literature, the arts, the social and natural sciences, the history of ideas and the great books. One of the main purposes of the core curriculum is to help students make connections—both between the various areas of academic study that comprise their individualized programs and then between their experiences in school and the world beyond the campus. Most Gallatin courses adopt an interdisciplinary approach that provides students with a model for developing their own multidisciplinary program of study. Ultimately, the Gallatin curriculum aims to provide students with an integrated educational experience that encourages them to think historically, logically and independently.

SIGNIFICANT TEXTS

A central component of the Gallatin curriculum is a commitment to the study of the history of ideas through traditional great books and other significant texts. Almost every Gallatin course—from first-year seminars to writing courses to the various interdisciplinary seminars—focuses to some degree on important and influential texts and ideas from across history and around the world. This emphasis on an expansive notion of the great books has always distinguished Gallatin from other nontraditional programs as well as from most traditional programs. It also points to one of the underlying assumptions of the Gallatin philosophy of education: a college education should prepare a student not only for a career but also for life in a broader sense. The Gallatin experience cultivates a sense of history, a taste for art, ease with scientific thought and an ability to think and learn independently and critically.
Bachelor of Arts Degree Requirements

**BACHELOR OF ARTS DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>128 credits</td>
</tr>
<tr>
<td>(a minimum of 64 credits must be completed after matriculation at Gallatin)</td>
<td></td>
</tr>
<tr>
<td>Academic Good Standing</td>
<td>A final minimum cumulative grade point average of 2.0</td>
</tr>
<tr>
<td>Gallatin K-Credit Requirement</td>
<td>32 credits in Gallatin courses (see below for rules on the distribution of this credit)</td>
</tr>
<tr>
<td>Liberal Arts Core Requirement*</td>
<td>32 credits in the liberal arts distributed as follows:</td>
</tr>
<tr>
<td>First-Year Interdisciplinary Seminar</td>
<td>4 credits</td>
</tr>
<tr>
<td>Expository Writing (K10 first-year writing seminar and first-year research seminar)</td>
<td>8 credits</td>
</tr>
<tr>
<td>Humanities</td>
<td>8 credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>8 credits</td>
</tr>
<tr>
<td>Mathematics or Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Intellectual Autobiography and Plan for Concentration</td>
<td>Approved by the student’s adviser, by the completion of the sophomore year (64 credits)</td>
</tr>
<tr>
<td>Classroom Credit Requirement</td>
<td>A minimum of 64 classroom credits</td>
</tr>
<tr>
<td>Residency Requirement</td>
<td>The last 32 credits must be earned at NYU</td>
</tr>
<tr>
<td>Senior Colloquium</td>
<td>Two-hour presentation and discussion with faculty</td>
</tr>
</tbody>
</table>

"The Gallatin faculty recommends that students also take at least one course in each of the following areas: pre-modern studies, early to mid-modern studies, and global cultures. This recommendation will become a requirement for students who enter Gallatin in Summer 2011 or afterward.

**UNDERSTANDING YOUR DEGREE REQUIREMENTS**

The Office of the University Registrar calculates each student’s progress toward the Bachelor of Arts degree and generates a degree progress report. Gallatin students can review their degree progress report by using Albert, NYU’s online registration system. Students should also bear in mind that they are bound by the degree requirements in effect during the first semester in which they matriculate at Gallatin, according to the following pattern. Fall matriculants will be bound by the degree requirements in effect for the fall term in which they entered Gallatin. Spring matriculants will be bound by the degree requirements in effect during the fall term immediately preceding their enrollment. Summer matriculants will be bound by the degree requirements in effect for the fall term immediately following their enrollment.

**Total Credits**

To be eligible for the Bachelor of Arts degree, students must complete 128 credits within 10 years of matriculating at Gallatin. A minimum of 64 credits must be completed after matriculation at Gallatin.

**Academic Good Standing**

Students must maintain a minimum cumulative grade point average of 2.0 to remain in academic good standing. A final minimum cumulative GPA of 2.0 is required for graduation. For more information about academic good standing, see page 83.

**Please note:** Academic good standing is not the same as satisfactory academic progress. Satisfactory academic progress
In addition to Gallatin School courses, students may fulfill the liberal arts requirement through courses offered in the following College of Arts and Science programs and departments:

**Humanities**
- Africana Studies
- American Studies
- Art History
- Asian/Pacific/American Studies
- Classics
- Comparative Literature
- Dramatic Literature
- East Asian Studies
- English
- European and Mediterranean Studies
- French
- German
- Hebrew Language and Literature
- Hellenic Studies
- History
- Irish Studies
- Italian
- Medieval and Renaissance Studies
- Middle Eastern and Islamic Studies
- Music
- Philosophy
- Religious Studies
- Russian and Slavic Studies
- Spanish and Portuguese Languages and Literatures
- Morse Academic Plan (V55.0400–0599 and V55.0700–0799)

**Social Science**
- Anthropology
- Economics
- Gender and Sexuality Studies
- International Relations
- Journalism
- Linguistics
- Metropolitan Studies
- Politics
- Psychology
- Sociology
- Morse Academic Plan (V55.0600–0699)

**Science**
- Biology
- Chemistry
- Computer Science
- Environmental Studies
- Mathematics
- Neural Science
- Physics
- Morse Academic Plan (V55.0100-0199, V55.0200-0299 and V55.0300-0399)

Gallatin or the College of Arts and Science. Courses taken to fulfill the liberal arts requirement may not be taken on a pass/fail basis. For entering first-year students and transfer students with fewer than 32 credits, the liberal arts core must be distributed as follows: 4 credits in a first-year interdisciplinary seminar; 8 credits in expository writing (first-year writing seminar and first-year research seminar); 8 credits in the humanities; 8 credits in the social sciences; and 4 credits in either mathematics or science.

**NOTE:** The Gallatin faculty recommends that students also take at least one course in each of the following areas: pre-modern studies; early to mid-modern studies; and global cultures. This recommendation will become a requirement for students who enter Gallatin in Summer 2011 or afterward.

Entering first-year students are required to take one of the first-year interdisciplinary seminars and the first-year writing and research seminars during their first year; the remaining liberal arts requirements should be fulfilled by the end of the sophomore year. Transfer students will have their transcripts reviewed on admission to determine which, if any, of the liberal arts core requirements they have fulfilled. Transfer students entering with 32 credits or more may take a liberal arts elective in lieu of the first-year interdisciplinary seminar. Credit for Advanced Placement, International Baccalaureate and Maturity Certificate exams may not be used to fulfill the liberal arts requirement.

**Intellectual Autobiography and Plan for Concentration**

Students are required to write a two- to three-page essay called the Intellectual Autobiography and Plan for Concentration by the end of the semester in which they complete the 64th credit toward the B.A. degree. Students who enter with 64 transfer credits are required to complete the Intellectual Autobiography and Plan for Concentration by the end of their first semester at Gallatin. Students write the essay in consultation with their adviser, and the essay must be approved by the adviser.

refers to the number of credits a student must complete in a given year to maintain eligibility for financial aid. For more information on satisfactory academic progress, see page 100.

**Gallatin K-Credit Requirement**

Students must complete 32 credits in Gallatin School courses, all of which are prefixed with the letter “K” and referred to as “K-credits.” In fulfilling this requirement, students must earn 16 K-credits in interdisciplinary seminars, identified by the registration code K20. First-year interdisciplinary seminars count toward both the interdisciplinary seminar requirement and the liberal arts core requirement (see below). Students who have successfully completed one or more Gallatin interdisciplinary seminars before entering Gallatin must earn 12 additional credits in interdisciplinary seminars after matriculating.

In addition to earning 16 credits in interdisciplinary seminars, Gallatin students must earn 16 credits in other Gallatin curricular offerings. To fulfill this requirement, students may take the first-year interdisciplinary seminar (K10); first-year writing and first-year research seminars (K10); additional interdisciplinary seminars (K20); advanced writing courses (K30); arts workshops (K40); community learning courses (K45); course offerings abroad (K55 and K95); and individualized projects (K50), including independent studies, tutorials, internships and private lessons.

Entering students who have earned the associate’s degree or 64 credits from the Liberal Studies Program of the Faculty of Arts and Science are required to complete a minimum of 24 K-credits, 16 of which must be earned in interdisciplinary seminars. As stated above, students who have successfully completed one or more Gallatin interdisciplinary seminars before entering Gallatin must earn 12 additional credits in interdisciplinary seminars after matriculating.

**Liberal Arts Core Requirement**

All students must complete a minimum of 32 credits in liberal arts courses, ordinarily earned through course work in
This essay has several purposes. First, students are expected to compose an intellectual history that describes the trajectory of their interests and education thus far. Second, students are asked to frame a plan for future study, including classroom course work and individualized projects. In constructing this essay, students should describe their educational experiences, the central idea or ideas informing their concentration and the course work relevant to their concentration. Finally, this essay should be understood as an opportunity for students to reflect on how they learn as individuals and to consider what they find academically interesting and worthwhile. For more information about the Intellectual Autobiography and Plan for Concentration, see pages 55-57.

**Classroom Credit Requirement**

Students must complete at least 64 credits in classroom courses. Transfer credits and course equivalency generally count toward this 64-credit requirement, but independent study, tutorial, internship and private lesson credits do not.

**Residency Requirement**

Students must complete their last 32 credits at NYU, by taking courses either at NYU in New York City or in an NYU study abroad program. Students who wish to study abroad through a school other than NYU or who wish to take courses outside of NYU should therefore do so before they complete 96 credits. Such arrangements require prior permission, which may be requested by submitting an External Study application to the Gallatin Office of Global Programs.

**Senior Colloquium**

Students must successfully complete a two-hour presentation and discussion with the student’s adviser and two other faculty members on a theme and list of 20 to 25 books chosen by the student. For information about the senior colloquium, see pages 58-60.

**Changes in Degree Requirements**

Degree requirements in the Gallatin School are subject to change. Generally, students must fulfill the degree requirements that are in effect when they enroll in 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, unless their offer of readmission states otherwise. Students who entered Gallatin before the current term should consult the relevant bulletin for their degree requirements.

**OTHER DEGREE COMPONENTS**

**Transfer Credits**

In general, students may apply a maximum of 64 transfer credits toward their Gallatin degree. Included in this maximum are all credits earned prior to admission, any non-NYU credits a student may be approved to take after matriculation at Gallatin, as well as credit granted for course equivalency. Please note: all Gallatin degree candidates must complete a minimum of 64 credits after matriculation at Gallatin and must satisfy all other degree requirements.

**Course Equivalency Credits**

Undergraduate students may earn a maximum of 32 course equivalency credits for professional experiences they have had before matriculating at Gallatin. Please note: Course equivalency credits will be applied toward the transfer credit limit. The number of course equivalency and transfer credits may not exceed 64 credits.

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.

Course equivalency credit does not count toward the undergraduate residency requirement and should therefore be submitted in time to be evaluated.
The Curriculum

Each Gallatin student creates a program of study that consists of various kinds of courses taken in several different schools within (and sometimes outside of) the University. Students who enter as freshmen usually graduate having taken between one-fourth to one-third of their credits within Gallatin and the rest of their credits in courses in the other schools of NYU (College of Arts and Science; Steinhardt School of Culture, Education, and Human Development; Stern School of Business; Tisch School of the Arts; School of Continuing and Professional Studies; Silver School of Social Work; and Wagner Graduate School of Public Service). Transfer students generally complete a larger proportion of their credits in Gallatin.

Within Gallatin, there is a unique curriculum that includes first-year program courses (designed for incoming freshmen), interdisciplinary seminars, arts workshops, advanced writing courses and community learning courses. Students may also study outside the classroom by enrolling in individualized projects such as independent studies, tutorials, internships and private lessons. There are also opportunities for taking courses at other colleges and for substantial study abroad.

**GALLATIN COURSES**

All students who enter Gallatin with fewer than 32 college classroom credits are required to take three courses that constitute the first-year program: the first-year interdisciplinary seminar, first-year writing seminar and first-year research seminar.

**First-year interdisciplinary seminars** are intended to introduce students to the goals, methods and philosophy of university education and to the interdisciplinary, individualized approach of the Gallatin School. These small classes of about 18 students encourage discussion rather than lecturing and use interesting writing exercises rather than conventional examinations. Each of the seminars focuses on a theme—War and Peace; Travel Fictions; Capitalism and Democracy—and incorporates great books and significant texts representing several disciplines. Through their encounters with these books, students have the opportunity to examine the cultural legacy that has shaped us as individuals and as a society; to explore the many connections between the ideas embodied in the books and the experiences of our daily lives; and to discover the pleasures and challenges of the pursuit of knowledge.

The **first-year writing seminar and first-year research seminar** constitute a two-semester sequence intended to help students develop their writing skills and to prepare them for the kinds of writing they will be doing in their other courses. Rather than attribute the success of excellent writing to a writer’s innate gifts or to some mysterious moment of inspiration, these seminars approach writing as a craft that can be learned by acquiring the skills appropriate for each stage in the writing process (free writing, drafting, revising, polishing). Each seminar is organized around a particular theme—Aesthetics on Trial; Wilderness and Civilization; Art and the Dream Life; Ideology in Everyday Life—with related readings that serve both as springboards for discussion and models for students’ own essays. Usually, the writing seminar begins with personal and descriptive essays and proceeds to focus on the critical essay. A significant portion of the research seminar is devoted to working on a long research paper, with attention to formulating key questions, choosing and evaluating programs about the rules and regulations governing the process. For more information regarding policies, procedures and guidelines for course equivalency credits, please visit [www.nyu.edu/gallatin/current/ba](http://www.nyu.edu/gallatin/current/ba).
sources, developing a thesis, structuring the argument as a whole and revising and polishing the final paper.

In addition to the first-year program, Gallatin offers a variety of courses specifically designed to meet the needs of undergraduate students engaged in non-traditional programs. Every year, Gallatin offers more than 100 different interdisciplinary seminars on significant books and various themes in the history of ideas. These courses constitute the core of the Gallatin curriculum, and their unique themes reflect the intellectual interests of the Gallatin faculty and students. Recent offerings include Psychoanalysis and the Visual; Nature, Resources and the Human Condition; Narrative Investigations; Poets in Protest; The History of Economic Thought; and Culture as Communication. Although each student chooses the specific courses that seem most interesting and most relevant to his or her own concentration, all students graduate with a solid grounding in the liberal arts and an experience of significant thinking and writing in the humanities, social sciences and natural sciences.

Gallatin also offers an array of arts workshops in music, dance, theater, the visual arts, architecture and design. These workshops are taught by successful New York City artists, performers and writers; they are designed for both beginning and advanced students. The arts workshops all employ an “artist/scholar” model that involves giving students experiential training in the practice of particular art forms as well as providing opportunities for critical reflection about the artistic process, aesthetic theory and the sociology of art.

The Gallatin curriculum also includes a variety of advanced writing courses. In a workshop format with no more than 15 students, these courses engage students in thoughtful writing exercises and offer an opportunity to share work with fellow students and a practicing professional writer/teacher. Some of the courses focus on particular forms of writing—fiction, poetry, comedy, the journal, the personal narrative, the critical essay—while others encompass several forms and focus instead on a particular theme, such as writing about politics, writing about the arts or writing about one’s ancestry.

Another area of the curriculum consists of community learning courses, which bridge the gap between the classroom and the surrounding New York community. Students engage in various kinds of activities in the city: arts projects, oral histories, documentary video-making, action research and community organizing. They also read and discuss theories relevant to their work and consider the social, political and ethical implications of the activities. These projects grow out of partnerships with a variety of community-based organizations.

Finally, Gallatin offers several travel courses each academic year, generally in the winter and summer sessions. These two- to four-week study abroad courses are small discussion-based seminars with Gallatin faculty that are designed to provide a unique and in-depth exploration of a particular cultural or historical topic found within a foreign country or region. Students experience each location hands-on through visits to museums, galleries and historical sites and through meetings with local artists, intellectuals and political figures. For more information about Gallatin’s travel courses and NYU’s general global offerings, see pages 155-159.

INDIVIDUALIZED PROJECTS

In addition to these curricular areas, 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. The faculty encourages students to use all four of these learning formats when appropriate. For more information regarding policies, procedures and guidelines for individualized projects, please visit www.nyu.edu/gallatin/current/ba.

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 inter-
NYU Areas of Study

Gallatin students may take courses in many programs around NYU. It should be noted that some courses have prerequisites, and others may be limited to students in their respective departments. For updated information about cross-registration in schools across the University, visit the Gallatin Cross-Registration Guide at http://blogs.nyu.edu/gallatin/crg/.

College of Arts and Science

- Africana Studies
- American Studies
- Ancient Near Eastern and Egyptian Studies
- Anthropology
- Art History
- Asian/Pacific/American Studies
- Bioethics
- Biology
- Chemistry
- Classics
- Comparative Literature
- Computational Biology
- Computer Science
- Creative Writing
- Culture and Media
- Dramatic Literature
- East Asian Studies
- Economics
- Engineering
- English
- Environmental Studies
- European and Mediterranean Studies
- French and French Studies
- Gender and Sexuality Studies
- German
- Hebrew Language and Literature
- Hellenic Studies
- History
- International Relations
- Irish Studies
- Italian Studies
- Journalism
- Latin American and Caribbean Studies
- Latino Studies
- Law and Society
- Linguistics
- Mathematics
- Medieval and Renaissance Studies
- Metropolitan Studies
- Middle Eastern and Islamic Studies
- Museum Studies
- Music
- Near Eastern Studies
- Neural Science
- Philosophy
- Physics
- Politics
- Psychology
- Religious Studies
- Russian and Slavic Studies
- Social and Cultural Analysis
- Sociology
- Spanish and Portuguese Languages and Literature

Steinhardt School of Culture, Education, and Human Development

- Applied Psychology
- Arts Professions
  - Art, Studio
  - Educational Theatre
  - Music
    - Instrumental
    - Music Business
    - Music Education
    - Music Technology
    - Music Theory and Composition
    - Piano
    - Voice
- Health Professions
  - Nutrition and Food Studies
  - Speech-Language Pathology
- Media, Culture, and Communication
- Nutrition, Food Studies, and Public Health
  - Community Public Health
  - Food Studies
  - Nutrition and Dietetics

Leonard N. Stern School of Business, Undergraduate College

- Accounting
- Actuarial Science
- Economics
- Finance
- Information Systems
- International Business Management and Organizational Behavior
- Marketing
- Statistics

Tisch School of the Arts

- Art and Public Policy
- Cinema Studies*
- Dance*
- Dramatic Writing*
- Film and Television*
- Photography and Imaging*
- Recorded Music*
- Tisch Open Arts Curriculum

School of Continuing and Professional Studies

- Selected programs/divisions where Gallatin students are permitted to receive credit
  - Art History
  - Bachelor of Arts—Humanities
  - Bachelor of Arts—Social Science
  - Business
  - Creative Writing
  - Digital Communications and Media
  - Economics
  - History

Silver School of Social Work

Robert F. Wagner Graduate School of Public Service

- Public Administration

* 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 other departments, internships, tutorials, independent studies, and Gallatin arts workshops.
est 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. 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 credits. Meeting hours correspond to course credits; a 4-credit independent study requires at least seven contact hours per term between the instructor and the student. While students are encouraged to engage in independent work with University faculty, the Gallatin program is designed for a careful balance between independent and classroom experience. Students therefore may register for no more than 8 credits per semester in any combination of independent study and/or tutorial. For more information regarding policies, procedures and guidelines for independent study, please visit www.nyu.edu/gallatin/current/ba.

**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 Creating a Magazine, Dante’s Literary and Historical Background and Environmental Design. 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 credits. Credit is determined by the amount of work (readings and other types of assignments) entailed in the tutorial and should be comparable to that of a Gallatin classroom course. Tutorials range from 2 to 4 credits. Meeting hours correspond to course credits; a 4-credit tutorial requires at least 14 contact hours per term between the instructor and students. While students are encouraged to engage in independent work with University faculty, the Gallatin program is designed for a careful balance between independent and classroom experience. Students therefore may register for no more than 8 credits per semester in any combination of independent study and/or tutorial. For more information regarding policies, procedures and guidelines for tutorials, please visit www.nyu.edu/gallatin/current/ba.

**Internships** offer Gallatin students an opportunity to learn experientially at one of New York City’s many social institutions, arts 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 firsthand 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. For each credit, students are expected to devote at least three hours per week for the entire term; for example, a 4-credit internship would require at least 12-15 hours per week for 15 weeks. Internships are pass/fail and students will meet periodically during the semester with their faculty adviser, submit a journal about the work experience and write a final analytic paper. For more information regarding policies, procedures and guidelines for internships, please visit www.nyu.edu/gallatin/current/ba.

**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 credits 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 credits a student may earn for a given number of hours of lessons. Private lessons may be taken on a pass/fail basis only. Undergraduate students may not take more
than 24 credits in private lessons during their studies at Gallatin, including lessons taken through the Steinhardt School of Culture, Education, and Human Development. 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 credits. In addition, any payment arrangements with the studio or instructor must be made by the student. For more information regarding policies, procedures and guidelines for private lessons, please visit www.nyu.edu/gallatin/current/ba.

COURSES IN OTHER NYU SCHOOLS

Gallatin students may take courses in many of the schools, departments and programs of NYU, which are listed on page 50. Please note this is a complete list of NYU schools and departments open to undergraduate students, and it does not exclude those departments or programs in which students have limited or no access. Students should note that certain departments and programs may restrict courses to majors only. Most notably, these restrictions are found in those programs or departments that have unique and specific admissions criteria. Permission to take courses in other NYU schools is subject to the approval of the individual program or department. Students are expected to meet the prerequisites of any courses they take in other NYU schools. Gallatin students should also note they may register for no more than 32 credits that would count toward the core business and major requirements in the Stern School of Business or the McGhee Division in the School of Continuing and Professional Studies.

EXTERNAL STUDY

In addition to the many opportunities for study within NYU, Gallatin students are occasionally permitted to pursue courses outside of the University. Through concurrent registration, students may apply for permission to register at an accredited institution in the United States for courses that are not available at NYU. In addition, students may earn credits in a non-NYU study abroad program with prior approval from the Gallatin. For policies regarding external study, see pages 75-76.

Advising

The Gallatin School places a great deal of importance on providing superior personalized advising to students. Gallatin presents its students with two significant and related academic opportunities: the chance to discover their own interests and passions, and the chance to develop plans of study to realize those interests and passions. However, these opportunities also represent challenges. The process of identifying and pursuing idiosyncratic interests can be daunting: the student must imagine unconventional ways of learning, cross boundaries between disciplines and professions and make his or her own decisions rather than simply satisfy a school’s expectations. This degree of self-direction and autonomy can often be challenging as well as liberating, confusing as well as empowering. For this reason, Gallatin emphasizes the role of academic advising in the student’s experience.

Students need several kinds of support and guidance as they pursue a Gallatin education. First, they need help discovering and articulating their own interests and connecting those interests to an academic process. Second, because Gallatin students generally utilize far more elements of New York University than do their counterparts pursuing traditional majors, they need guidance in understanding the abundance of resources that the University offers. Finally, students require help in understanding and meeting Gallatin’s own academic requirements and poli-
Undergraduate Program

cies. Despite—or perhaps because of—its unconventional character, Gallatin has a unique institutional structure that students must know and navigate. The Gallatin advising system addresses these diverse and complex needs.

THE ADVISING SYSTEM

Gallatin has a comprehensive approach to advising that relies on the knowledge and expertise of scholars and professionals. The advising system is multifaceted and layered to ensure that students make meaningful connections and utilize the various elements of the Gallatin program to effectively make their education their own.

The Primary Academic Adviser

At the core of the advising system is the primary academic adviser. Each student is assigned to work with a specific adviser on developing interests, constructing a program and growing in personal, intellectual and professional ways. Students are encouraged to develop close mentoring relationships with their primary academic adviser, as the adviser shares many of their intellectual, professional and artistic interests. At a minimum, the student meets with the primary adviser each semester to discuss the courses, individualized projects and other experiences he or she intends to engage in during the next term. The adviser approves the student’s Plan of Study, but far more commonly, the student and adviser meet more frequently during the year to consider more wide-ranging issues: how the student is formulating the core interests that lead toward a self-designed concentration; what sorts of ideas, theories and methods appeal to the student as ways to organize the pursuit of the concentration; how disparate concepts and concerns might (or might not) be integrated into a coherent approach to an education; and what other sorts of studies might be worth pursuing even though they don’t fit into the concentration but might satisfy intellectual curiosity, provide outlets for creative expression or manifest a commitment to social values. In other words, the primary academic adviser functions as an intellectual and academic mentor for the student.

Office of Academic Advising

The Gallatin Office of Academic Advising provides many of the resources necessary to meet students’ needs not directly addressed by the primary adviser.

Class Advisers. The Office of Academic Advising has a staff of class advisers, each of whom works with the members of a specific cohort of students (first-year, sophomore, junior, senior, transfer). The class adviser system manages both to give individual students the services they need and to offer group programs on shared issues.

Class advisers focus on an entering class, though advisers are available to meet with other students as well during walk-in hours. Class advisers design programming appropriate to the particular developmental needs of their cohorts: for example, class advisers organize workshops that help students formally articulate their concentration as well as sessions on writing the rationale and preparing for the colloquium. The class adviser tries to promote a sense of community and class spirit among the members of the cohort and gets to know many of them personally. Class advisers are also available to meet with individual students when the student’s primary academic adviser cannot provide certain kinds of support. Class advisers oversee degree audits to help students understand where they stand in relation to graduation requirements, and these advisers can explain policies and procedures and point students toward appropriate resources and offices. Because class advisers are faculty-qualified scholars who teach at Gallatin, each brings special academic expertise to the Office of Advising, including knowledge of other schools and colleges of the University, advice on graduate and professional schools and advice on scholarship applications.

Peer Mentoring. The final component of the advising system involves the Gallatin students themselves. Each year, undergraduate students are offered an opportunity to serve as peer mentors.
These mentors provide support and peer advising to incoming first-year and transfer students. Peer mentors meet directly with students in casual settings, such as the student lounge space at Gallatin or other venues around campus, to answer questions about Gallatin courses, basic rules and requirements, where to locate resources, etc. Peer mentors share information from a peer perspective on topics such as study abroad, internships and cocurricular events and opportunities. Their input and advice can be invaluable to a new student trying to acclimate to Gallatin.

The Concentration

In Gallatin, every student develops his or her own program of study, and the central focus of this program is the concentration. For Gallatin undergraduate students, a concentration is a set of learning experiences—courses, independent studies, tutorials, internships and private lessons—connected by a common organizing idea. Designed by the student in consultation with the adviser, the concentration may take a variety of forms. It may focus on traditional disciplines, historical periods, areas of the world, specific concepts or problems, methods of inquiry, professional interests, personal experiences or a combination thereof.

The Gallatin concentration is not simply a substitute for a traditional undergraduate major as defined by a faculty. Rather, each Gallatin student, with the approval of the student’s academic adviser, constructs an individualized concentration. Students have a great deal of freedom in constructing their concentration and can combine disciplines and classes in the way they think best suits their interests and their educational goals. There is no minimum credit requirement for the concentration, but it usually constitutes anywhere from a quarter to a third or more of the student’s undergraduate program (about 32 to 48 credits). Therefore, there is plenty of room for experimentation.

THE INTELLECTUAL AUTOBIOGRAPHY AND PLAN FOR CONCENTRATION ESSAY

To facilitate each student’s ability to conceptualize, plan and articulate his or her concentration, all students are required to write a brief, reflective essay of two to three pages about their intellectual development and their plans for designing the concentration. This essay, the Intellectual Autobiography and Plan for Concentration, must be approved by the adviser and submitted by the time the student has completed the 64th credit, usually in the sophomore year. See pages 46-47 for more details on this degree requirement.

In writing the essay, students begin by reflecting on their educational journey and exploring the following questions:

- Why did you choose Gallatin? What were your educational goals? Have those goals changed? Why and how?
- What educational experiences and courses (internships, seminars, independent studies, tutorials, workshops, private lessons) have been influential to you? What was particularly interesting and why? What ideas have evolved from your educational experience so far?

Using these questions as a starting point, students can then turn their attention to the plan for their concentration:

- What idea, period, subject, theme, concept or discipline is of particular interest to you? Is there a central idea or theme around which your concentration may be organized?
- What type of course work (internships, seminars, independent studies, tutorials, workshops, private lessons) will you take to construct the concentration and in what sequence?
- What is the meaning of such a course of study? What connections does this course of study have to other work and educational experiences, and what is its relevance to your future plans for graduate study or your career?

For most students, these are familiar questions that are similar to those they
Potential Organizing Devices for the Concentration

These examples are intended to give students an idea of the many possible ways they can define and create their concentration. This list, however, is not exhaustive.

**Theme:** One device for building a concentration is to explore an interesting concept, phenomenon or problem, such as Order and Chaos, Passion and Reason or Democracy. The theme can be broadly construed, as, for example, Race in the Americas, Gender as a Social Construction, Sexual Identity and Civil Law or Class and Political Organizing, and can be applied to a number of different historical periods or areas of the world. It can also be investigated comparatively and studied from a variety of disciplinary perspectives such as politics, philosophy, literature or religion. Examples of theme-based concentrations include Gandhi, Nonviolence, and Social Change; Discovery and Representations of the “New World.”

**Area:** This concentration focuses on a part of the world, such as Southeast Asia or Latin America. The concentration may be concerned with a particular time period in that area or a comparative view of the area across historical epochs. As in concentrations based on a time period, students need to consider how the area is defined historically, geopolitically and culturally, as well as examine processes and developments in this part of the world. Examples include Urban Societies in Latin America; News Media in the Middle East.

**Period:** A concentration might explore a period of history such as the ancient world, the Middle Ages or the Ming Dynasty. The focus might be on one nation or continent, such as pre-Columbian South America, or on events and processes across those boundaries as in, for example, a consideration of the 15th century in Europe, Asia and Africa. Both the period and area concentrations can be combined with the concept (theme) device, as in Modernization in Africa and Latin America. Other examples include Tradition and Revolution in the Middle Ages and the Renaissance; The Industrial Revolution in England and America.

**Method:** A major analytic method, a theoretical framework, may be used as a way of organizing a concentration. A concentration using this device might study Marxist theory, feminist theory, disability theory, structuralism or post-structuralism and apply such a system of analysis to art, culture, social change, etc. Examples include Foucault and the Structuralist Movement; Gender and Race in Feminist Theory; Praxis: The Challenge of Making Political Practice from Social History.

**Arts and Performance:** A concentration in performance may involve pursuing a combination of critical and historical studies about an art form and practice in that form. These might include dance, dance history and criticism; dramatic literature and acting; writing; the visual arts; and music. Examples include Mime and the Aesthetics of Silence; Art as Culture and Political Change; Minsrelgy and the Performance of Racial Identity.

**Profession:** Organizing a concentration in this manner allows students, through a range of cross-disciplinary studies and experiences, to prepare for a profession not represented by one of the departments of NYU, such as cultural policy, environmental activism or political consulting. Students may also use this concentration to prepare for such areas as prelaw and premedicine, writing and communications. Examples include Labor Organizer; Arts Magazine Publisher.

**Interdisciplinary Study of a Discipline:** Students may choose to study a single discipline, such as studio arts, comparative literature, writing or philosophy. Students can turn this into an interdisciplinary study by looking at a subject from, for example, a historical perspective. In this type of concentration, students may interrogate a discipline by asking questions that undermine disciplinary boundaries or that demonstrate the relevance of other discourses and disciplines. For example, students who are interested in studying Latin American literature can inform that study by taking courses in Latin American gender and culture, politics and history. For studio arts, for example, students may want to study art history, cultural history and gender issues as a way of informing a focus in painting. Other examples include History; Literature.

**Event or Person:** A concentration may focus on an event like the Vietnam War or a person like Plato or Charles Darwin. In this case, it is important to approach the study from a historical perspective and from more than one discipline to gain a greater understanding of the person or event. A study of Darwin, for example, could lead to a larger conceptual issue of social Darwinism and its contemporary effects. Other examples include The French Revolution; Michelangelo.
answer when they complete the Gallatin Plan of Study form. The Intellectual Autobiography and Plan for Concentration becomes the opportunity to integrate these ideas and to help students understand how their learning experiences converge and coalesce into a unique, individualized course of study.

**Timetable for Writing the Essay**

The Intellectual Autobiography and Plan for Concentration should be submitted by the time the student has completed the 64th credit, usually at the end of the sophomore year. Students who have transferred into Gallatin with 64 credits have until the end of their first semester at Gallatin to complete the requirement. The pacing for writing the essay, however, will vary as students move toward that goal at different rates and through different strategies.

**First-Year Students.** Most first-year students are exploring different subjects and naturally may not have a clear idea of their concentration. Students choose courses and learning opportunities with the guidance of their adviser, exploring interests and goals, identifying their learning styles and strengths and taking courses in a variety of departments and schools.

**Sophomores.** During their second year, students begin pursuing their concentration. They meet regularly with their adviser to discuss options, formulate questions, choose appropriate methods and discover resources. These conversations should aid in course planning for the junior year. Part of this process includes drafting and completing the Intellectual Autobiography and Plan for Concentration.

**The Approval Process**

The student's adviser is responsible for approving the Intellectual Autobiography and Plan for Concentration essay; thus, it is particularly important that students and advisers work closely together on this document. When students enroll at Gallatin, they will be automatically registered in a 0-credit Intellectual Autobiography and Plan for Concentration course (IAPC0000001), which is graded on a pass/fail basis. Continuing students who do not fulfill this requirement by the completion of their 64th credit will have a restriction (called a Dean's Hold) placed on their registration. Transfer students who arrived at Gallatin with 64 credits will also have the restriction (Dean’s Hold) placed on their registration if they do not complete the requirement by the end of their first semester at Gallatin. This restriction will prohibit students from registering or making schedule changes (such as dropping or adding courses) until the Intellectual Autobiography and Plan for Concentration is approved by the adviser and submitted.

**Changes in the Plan for Concentration**

The Intellectual Autobiography and Plan for Concentration is an evolving working document. Consequently, the essay is not expected to be exhaustive or binding; rather, it is a way for students to make sense of and guide their college studies. After the essay is approved, students may make changes as they progress toward the degree and they should discuss these changes with their adviser. The substance of the plan may shift somewhat as the student’s focus becomes clearer or as the student’s interests evolve.

If a student’s interests change significantly (from costume history to artificial intelligence, for example), the adviser can ask for a revision of the essay. If this occurs, the student needs to consider whether there is sufficient time left in the program to be able to complete the new plan.
The Colloquium

To qualify for graduation, all students in the Gallatin undergraduate program must successfully complete a final oral examination called the colloquium.

The colloquium is an intellectual conversation among four people—the student, the student’s adviser and two other members of the faculty—about a selection of books representing several academic disciplines and historical periods. The colloquium provides an opportunity for students to reflect on their Gallatin concentration and to synthesize various learning experiences—studying texts, taking courses, engaging in independent study and internships—into an integrated discussion about several books and themes. In preparing for the colloquium, each student creates a booklist of 20 to 25 works and writes a brief paper called the rationale, which describes the themes the student plans to discuss in the colloquium.

PREPARING FOR THE COLLOQUIUM

As the student works through the process of defining the concentration, the colloquium topic should start to become clearer. When choosing courses, the student should keep in mind the general requirements of the booklist; students will need to select texts representing a variety of disciplines and historical periods. It is also a good idea to keep a separate notebook with comments on important texts and ideas. If the student has an idea of what his or her colloquium topic will be, he or she might think of ways to develop that topic in papers for courses.

During the second semester of the junior year, students work closely with their adviser to complete the rationale, the basis for the colloquium, and to compose a preliminary booklist. During the first semester of their senior year, students finalize the booklist. Seniors are expected to complete their colloquium during the fall (or penultimate) semester of their senior year.

The Role of the Adviser

Conversations that the student has with his or her adviser are an important part of the Gallatin education and an important part of preparing for the colloquium itself. The adviser must approve the student’s booklist and rationale, so he or she will play an important role in helping the student prepare the list and write the rationale. The adviser can explain the procedures for the colloquium, help the student focus on unifying themes, make suggestions for the booklist and offer helpful advice on writing the rationale. The adviser will also play a significant part in the colloquium itself as one of the committee members.

Ways to Prepare

Consulting with Instructors. Students should feel free to consult with any member of the Gallatin faculty or any of their NYU professors. These individuals can help by suggesting books, commenting on the rationale and discussing the ideas the student wants to explore in the colloquium.

Independent Study. Some students choose to design an independent study around their colloquium topic(s); usually such projects are for 2 to 4 credits, depending on the number of books and writing assignments. Students may work on such independent studies with their adviser or other NYU faculty members, so long as the instructor has sufficient expertise on the themes and the books the student wants to include in the independent study.

Study Group. Some students have found that one of the most effective ways to prepare for the colloquium is by forming a study group with their peers. Students can form such a group on their own, or Gallatin will help students find other students interested in joining a study group.

Workshops. In addition to these events, the Office of Academic Advising offers students rationale and colloquium support through cohort-based workshops as well as one-on-one meetings.
with their class adviser. These workshops include faculty-led events on the purpose and nature of the colloquium, on how to begin writing the rationale and on the colloquium experience from the perspective of recent graduates and Gallatin faculty members.

THE BOOKLIST AND RATIONALE
The main focus of the colloquium is a discussion of the works on the student’s booklist. This list consists of 20 to 25 books representing several academic disciplines and historical periods, related to the theme or themes described in the rationale—a three- to five-page paper that describes the main theme or themes the student plans to talk about in the colloquium. The rationale also refers to several of the books on the booklist. Usually these are books the student has read in his or her courses, but they may also include books the student has read on his or her own.

The Booklist
In putting together the booklist, students should think about the books that have had a significant impact on their thinking and the books that were important to their classroom work. Most important, students should talk to their adviser and other members of the faculty about books that may be relevant to the topics they plan to discuss in the colloquium. The books should be of high quality—the kind of books students read in their courses. They should be significant texts that represent a range of disciplines and historical periods; they do not have to be part of a recognized canon of “great books.” Students should avoid pop fiction, how-to manuals, self-help books and textbooks unless they plan to engage critically with these genres.

The Rationale
Students are required to submit a three-to five-page rationale about the topic or topics they plan to discuss in the colloquium. The rationale may focus on a central theme that unifies the entire booklist, or it can discuss several different themes. In describing the main theme or themes the student plans to talk about in the colloquium, the rationale should refer to several of the books on the booklist, particularly those that may not be very well known. It can also include a discussion of the student’s intellectual development, area of concentration, internships, independent studies, courses and extracurricular projects, but the rationale should place primary focus on explaining the topics the student wants to discuss in the colloquium.

FORMAT OF THE COLLOQUIUM
The colloquium provides an opportunity for students to explore ways of integrating their academic, professional and personal odysseys with the ideas and themes in the books that have been significant in their education. The colloquium should therefore be viewed as a valuable experience, and students who are well prepared need not be apprehensive.

The Conversation Between the Student and the Committee
Although each colloquium is in some respects unique, all tend to follow the same general format. The colloquium is scheduled for two hours—90 minutes for the colloquium itself and up to 30 minutes for the committee members to discuss the student’s performance among themselves and with the student. The colloquium usually begins with a brief discussion of the student’s earlier schooling, intellectual interests, professional experiences, academic program as a Gallatin student, plans for further education, career goals and the themes on which the colloquium will focus. The main goal of this part of the colloquium is to create an individualized context for the discussion of the books and to establish a framework for integrating the readings with the student’s interests and life experiences.

After this introductory presentation, the student and the faculty committee proceed to discuss the works on the student’s booklist. Students should bring a copy of their rationale and booklist to the colloquium. The general tone of the colloquium is that of an intellectual con-
The senior project is an optional 4-credit independent research or artistic project that a student pursues under the guidance of a faculty mentor. It generally occurs in the final semester before graduation. With the adviser’s approval, a student may choose to do a senior project in the penultimate semester and draw that project into the senior colloquium discussion. Senior projects may include, but are not limited to, a paper based on original research, a written assessment of a community-learning initiative, an artistic project such as a film or novel, etc. Successful completion of the senior project will be noted in two ways: a letter grade for the course titled “Senior Project” will be issued, and upon graduation a notation will appear on the transcript listing the title of the senior project. Senior projects deemed exceptional by the Gallatin Senior Project Committee will be awarded honors. For more information regarding policies, procedures and guidelines for senior projects, please visit www.nyu.edu/gallatin.
**MINORS**

Gallatin students may complement their undergraduate degree in individualized study with an academic minor. Although the Gallatin School is not developing its own minors, Gallatin students may elect to take a minor offered by any of the following six NYU schools: College of Arts and Science; Steinhardt School of Culture, Education, and Human Development; Silver School of Social Work; Stern School of Business; Tisch School of the Arts; and Wagner Graduate School of Public Service.

Students should be aware that the addition of a minor in no way changes any of their obligations as a Gallatin student. They are still expected to write an Intellectual Autobiography and Plan for Concentration, design an individualized concentration, complete a rationale and undertake a colloquium in their senior year. However, a minor might relate to and enrich a student’s program in a number of ways: it may relate directly to the student’s concentration, or it may reflect interest in an area of study entirely different and separate from the concentration.

A list of possible minors may be found at [http://www.nyu.edu/advisement/majors.minors/crossminors.html](http://www.nyu.edu/advisement/majors.minors/crossminors.html). The typical minor consists of a minimum of 16 to 20 credits, with the actual number of credits and grades required determined by the faculty in the program in which the minor is offered. Please note that not all minors are open to Gallatin students.

Gallatin students are only eligible to declare one minor. Students may declare a minor at any time before the completion of 110 credits; declarations made after the completion of the 110th credit cannot be ensured. A declaration of a minor becomes part of a student’s record, and the expectation is that the student will complete the minor to be eligible to graduate. Once a student has completed all requirements for a minor, the minor will appear on the transcript.

If a student wishes to pursue a minor, he or she should first meet with his or her primary adviser to discuss the impact of the courses required to complete the minor in relation to the student’s Gallatin B.A. requirements. Moreover, students are required to receive adviser approval in order to declare a minor.

Students should contact the Gallatin Office of Academic Advising for more information about minors.

**GALLATIN-ENVIRONMENTAL STUDIES PARTNERSHIP**

Gallatin students interested in environmental studies have the option of participating in the Gallatin-Environmental Studies Partnership, an agreement between the Gallatin School and the Environmental Studies (ES) Program in NYU’s College of Arts and Science.

Aside from completing their individualized concentration at Gallatin in the usual manner, students may select a series of environmental studies courses and also become a part of the Environmental Studies Program community. Students who participate in the partnership become eligible to take the capstone seminar offered by the program. When they graduate they will receive a note on their transcript indicating that they have completed the Gallatin-Environmental Studies Partnership. Students in academic good standing may formally sign up to join in this partnership, with their adviser’s approval, beginning in the second semester of their sophomore year, and no later than the completion of their 80th credit.

For more information on this study option, visit Gallatin’s website, [www.nyu.edu/gallatin](http://www.nyu.edu/gallatin).

**B.A./M.P.A. DUAL DEGREE**

Beginning in summer 2010, the Gallatin School is offering two dual-degree programs in collaboration with NYU’s Robert F. Wagner Graduate School of Public Service: (1) the B.A.-M.P.A. Program in Public and Nonprofit Manage-
ment and Policy (HEGIS code number 4901/2102†) and (2) the B.A.-M.P.A. Program in Health Policy and Management (HEGIS code number 4901/1202†). The dual-degree programs are designed for students with a strong commitment to public leadership. Students enrolled in these accelerated programs will have an opportunity to enhance their learning and gain experience in the public service field while earning both the Bachelor of Arts and the Master of Public Administration degrees. (See Timeline below.)

While enrolled as undergraduates in the Gallatin School, students eligible to enroll in the dual-degree program may complete up to 28 of the 60 credits in graduate work required for the Wagner M.P.A. degree. These 28 credits typically comprise five Wagner core courses, and up to two courses chosen from the student’s anticipated area of concentration.

Gallatin students participating in the B.A.-M.P.A. dual degree program are granted the opportunity to participate in graduate coursework before completing the undergraduate degree, but this does not guarantee outright acceptance into the Wagner M.P.A. program. Students who wish to pursue the M.P.A. degree must also complete a regular Wagner M.P.A. Application for Admission during the senior year at Gallatin. All interested dual-degree Gallatin students will be expected to meet the same admissions standards as other Wagner applicants, which include strong academic qualifications and the equivalent of at least one year of relevant professional experience (i.e., internships, volunteer work, part-time jobs). Further, before matriculating in the Wagner School and after completing the B.A. degree in Gallatin, students admitted to the M.P.A. program will be expected to acquire at least one additional year of full-time professional experience relevant to their anticipated field of study for the Master of Public Administration degree.

For more information on the dual-degree programs, please visit the Gallatin website at www.nyu.edu/gallatin.

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**POSSIBLE TIMELINE FOR COMPLETING B.A./M.P.A DUAL DEGREE (FULL-TIME ENROLLMENT):**

| Years 1-2 | Consultation with the student’s academic adviser about participation in the B.A.-M.P.A. dual degree |
| Year 3 | Completion of the dual degree pre-application. Enrollment in Wagner core courses. Participation in internships, volunteer work and part-time jobs in the public service sector. |
| Year 4 | Completion of the Wagner M.P.A. application. Completion of all degree requirements for the Gallatin B.A. Participation in internships, volunteer work and part-time jobs in the public service sector. |
| Year 5 | Full-time work for Professional Experience Requirement |
| Year 5 (Summer) | Completion of Wagner prerequisites for Capstone (if necessary) |
| Year 6 | Completion of Wagner M.P.A. |

† 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
Course Offerings

The following is a list of courses offered in the 2010-2011 Academic Year. Please note this list is subject to change.

**SUMMER 2010**

**Interdisciplinary Seminars**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>K20.1072</td>
<td>Poets in Protest: Footsteps to Hip-Hop</td>
</tr>
<tr>
<td>K20.1222</td>
<td>Art Now: Tradition and Change</td>
</tr>
<tr>
<td>K20.1239</td>
<td>Classic Texts and Contemporary Life</td>
</tr>
<tr>
<td>K20.1268</td>
<td>Cultural Politics of Childhood</td>
</tr>
<tr>
<td>K20.1322</td>
<td>The Ancient Greeks and Their Influence</td>
</tr>
<tr>
<td>K20.1403</td>
<td>The Global Neighborhoods of Lower Manhattan</td>
</tr>
<tr>
<td>K20.1425</td>
<td>The Philosophic Dialogue</td>
</tr>
<tr>
<td>K20.1494</td>
<td>Monsters in Popular Culture: Invented, Awakened, Invading</td>
</tr>
<tr>
<td>K20.1550</td>
<td>Explorations of Architectural Space in Contemporary American Literature</td>
</tr>
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</table>

**Advanced Writing Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>K30.1324</td>
<td>The Journal in the City</td>
</tr>
<tr>
<td>K30.1331</td>
<td>The Voyage: Writing About Travel</td>
</tr>
<tr>
<td>K30.1550</td>
<td>Fiction Writing</td>
</tr>
</tbody>
</table>

**Arts Workshops**

*Note: students may take any Arts Workshop two times.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>K40.1410</td>
<td>Outdoor Drawing and Painting: Discovering Subject Matter</td>
</tr>
<tr>
<td>K40.1620</td>
<td>Urban Design and Planning</td>
</tr>
<tr>
<td>K40.1625</td>
<td>Digital Art and New Media</td>
</tr>
<tr>
<td>K40.1660</td>
<td>Magazine Dreams: Conceiving, Designing, and Producing a 21st-Century Publication</td>
</tr>
</tbody>
</table>

**Travel Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>K55.9500</td>
<td>Berlin: Capital of Modernity</td>
</tr>
<tr>
<td>K55.9800</td>
<td>Africa and the Politics of Aid</td>
</tr>
<tr>
<td>K95.2060</td>
<td>Italian Renaissance, Art and Literature: The Culture Explosion</td>
</tr>
</tbody>
</table>

**FALL 2010**

**First-Year Interdisciplinary Seminars**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>K10.0035</td>
<td>First-Year Interdisciplinary Seminar: Family</td>
</tr>
<tr>
<td>K10.0042</td>
<td>First-Year Interdisciplinary Seminar: Capitalism and Democracy</td>
</tr>
<tr>
<td>K10.0043</td>
<td>First-Year Interdisciplinary Seminar: Travel Fictions</td>
</tr>
<tr>
<td>K10.0049</td>
<td>First-Year Interdisciplinary Seminar: The Self and the Call of the Other</td>
</tr>
<tr>
<td>K10.0053</td>
<td>First-Year Interdisciplinary Seminar: Novel Freedoms</td>
</tr>
<tr>
<td>K10.0058</td>
<td>First-Year Interdisciplinary Seminar: “Character”</td>
</tr>
<tr>
<td>K10.0065</td>
<td>First-Year Interdisciplinary Seminar: Beyond Language: The Surreal, the Monstrous and the Mystical</td>
</tr>
<tr>
<td>K10.0066</td>
<td>First-Year Interdisciplinary Seminar: War and Peace</td>
</tr>
<tr>
<td>K10.0068</td>
<td>First-Year Interdisciplinary Seminar: The Ancient Hero and the Heroic</td>
</tr>
<tr>
<td>K10.0069</td>
<td>First-Year Interdisciplinary Seminar: Boundaries and Transgressions</td>
</tr>
<tr>
<td>K10.0070</td>
<td>First-Year Interdisciplinary Seminar: Holy Grails</td>
</tr>
<tr>
<td>K10.0071</td>
<td>First-Year Interdisciplinary Seminar: Political Theatre</td>
</tr>
</tbody>
</table>

*Steven Hutkins, Associate Professor, teaches courses on place and literature.*
### First-Year Writing Seminars

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>K10.0072</td>
<td>First Year Interdisciplinary Seminar: Why Monsters are Necessary</td>
</tr>
<tr>
<td>K10.0073</td>
<td>First-year Interdisciplinary Seminar: The Self and the Political: Plato to the Present</td>
</tr>
<tr>
<td>K10.0319</td>
<td>First-Year Writing Seminar: Aesthetics on Trial</td>
</tr>
<tr>
<td>K10.0323</td>
<td>First-Year Writing Seminar: Artists’ Lives, Artists’ Work</td>
</tr>
<tr>
<td>K10.0333</td>
<td>First-Year Writing Seminar: Writing Twentieth-Century Music and Culture</td>
</tr>
<tr>
<td>K10.0343</td>
<td>First-Year Writing Seminar: Writers on Writing</td>
</tr>
<tr>
<td>K10.0345</td>
<td>First-Year Writing Seminar: Love and Trouble</td>
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<tr>
<td>K10.0353</td>
<td>First-Year Writing Seminar: The Faith Between Us</td>
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<tr>
<td>K10.0355</td>
<td>First-Year Writing Seminar: Writing the City</td>
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<tr>
<td>K10.0357</td>
<td>First-Year Writing Seminar: Wilderness and Civilization</td>
</tr>
<tr>
<td>K10.0361</td>
<td>First-Year Writing Seminar: Collage: From Art to Life and Back</td>
</tr>
<tr>
<td>K10.0365</td>
<td>First-Year Writing Seminar: The Idea of America: What Does it Mean?</td>
</tr>
<tr>
<td>K10.0373</td>
<td>First-Year Writing Seminar: Fantastic Voyage: The Art and Science of Science Fiction</td>
</tr>
<tr>
<td>K10.0374</td>
<td>First-Year Writing Seminar: The Harlem Renaissance, Then and Now</td>
</tr>
<tr>
<td>K10.0375</td>
<td>First-Year Writing Seminar: Writing the Self</td>
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<tr>
<td>K10.0376</td>
<td>First-Year Writing Seminar: The Politics of Voice</td>
</tr>
<tr>
<td>K10.0377</td>
<td>First-Year Writing Seminar: Working</td>
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<tr>
<td>K10.0378</td>
<td>First-Year Writing Seminar: Narrative and Diaspora</td>
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<tr>
<td>K10.0379</td>
<td>First-Year Writing Seminar: Utopia: The Logic and Ethics of Imagining New Worlds</td>
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### First-Year Research Seminar

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<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>K10.0704</td>
<td>First-Year Research Seminar: Myths and Fables in Popular Culture</td>
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</table>

### Interdisciplinary Seminars

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>K20.1061</td>
<td>Literary Forms: The Craft of Criticism</td>
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<tr>
<td>K20.1122</td>
<td>Discourses of Love: Antiquity to the Renaissance</td>
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<tr>
<td>K20.1128</td>
<td>Bodily Fictions</td>
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<tr>
<td>K20.1156</td>
<td>The Darwinian Revolution</td>
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<tr>
<td>K20.1188</td>
<td>The Emergence of the Unconscious: From Ancient Healing to Psychoanalysis</td>
</tr>
<tr>
<td>K20.1193</td>
<td>Culture as Communication</td>
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<tr>
<td>K20.1197</td>
<td>Narratives of African Civilizations</td>
</tr>
<tr>
<td>K20.1202</td>
<td>Tragic Visions</td>
</tr>
<tr>
<td>K20.1229</td>
<td>“Chinatown” and the American Imagination</td>
</tr>
<tr>
<td>K20.1249</td>
<td>Colonies, Nations, Empires, Globalization</td>
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<tr>
<td>K20.1253</td>
<td>Shakespeare On the Uses of This World</td>
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<tr>
<td>K20.1272</td>
<td>Theorizing Politics: Machiavelli, Marx and Foucault</td>
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<tr>
<td>K20.1289</td>
<td>Narrative Investigations II: Realism to Postmodernism</td>
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<tr>
<td>K20.1299</td>
<td>Objectivity and the Politics of the Journalism Revolution</td>
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<tr>
<td>K20.1357</td>
<td>The Qur’an</td>
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<tr>
<td>K20.1359</td>
<td>American Capitalism in the Twentieth Century</td>
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<tr>
<td>K20.1360</td>
<td>Intellectuals and Power: Reading Through Foucault, Lenin and Gramsci</td>
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<tr>
<td>K20.1366</td>
<td>Inventing Modernity II: Realists and Radicals</td>
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<tr>
<td>K20.1381</td>
<td>Creative Democracy: The Pragmatist Tradition</td>
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<tr>
<td>K20.1388</td>
<td>Thinking About Seeing</td>
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<tr>
<td>K20.1389</td>
<td>Sappho and David: The Greek and Hebrew Poetic Traditions</td>
</tr>
<tr>
<td>K20.1433</td>
<td>The Simple Life</td>
</tr>
</tbody>
</table>

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**Eve Meltzer,** Assistant Professor, whose teaching interests include contemporary art history and criticism, material culture, psychoanalysis and structuralism.
Millery Polyné, Assistant Professor, whose teaching and research interests highlight the history of U.S. African American and Afro-Caribbean/Afro-Latino cultural, political, and economic initiatives in the 19th and 20th centuries.
Stacy Pies, Clinical Associate Professor, teaches courses that explore the role of narrative and culture in texts and human relationships.

### Undergraduate Program

- **K30.1537** Crafting Short Fiction from the Sentence Up
- **K30.1540** Reading and Writing the Short Story
- **K30.1550** Fiction Writing
- **K30.1555** Advanced Fiction Writing
- **K30.1560** The Art and Craft of Poetry

**Arts Workshops**

*Note: students may take any Arts Workshop two times.*

- **K40.1001** First-Year Arts Workshop: Adaptation, Performance and Analysis: A Creative Journey into the Life and Work of Italo Calvino
- **K40.1014** Something to Sing About: Acting in Musical Theatre
- **K40.1045** Oral History, Cultural Identity and the Arts
- **K40.1080** Site-Specific Performance: Art, Activism and Public Space
- **K40.1107** Body Wisdom for Performers
- **K40.1110** The Art of Play
- **K40.1209** The Art of Choreography
- **K40.1211** Making Dance: Space, Place and Technology
- **K40.1305** Rudiments of Contemporary Musicianship
- **K40.1325** Songwriting
- **K40.1405** Drawing and Painting
- **K40.1420** Rites of Passage into Contemporary Art Practice
- **K40.1470** The Public Square: From Concepts–to Models–to Monuments
- **K40.1490** Sound Art
- **K40.1505** Playwriting
- **K40.1570** Writing for the Screen I
- **K40.1571** Writing for Television I
- **K40.1603** Mapping as a Spatial, Political, and Environmental Practice
- **K40.1623** Green Design and Planning
- **K40.1626** Good Design: Scale
- **K40.1635** Digital Art and New Media
- **K40.1652** Creating a Magazine: From Inspiration to Prototype

**Community Learning Initiative**

- **K45.1435** Walls of Power: Public Art
- **K45.1444** Lyrics on Lockdown
- **K45.1445** Shifting Focus I: Video Production and Community Activism
- **K45.1453** Gentrification and Its Discontents
- **K45.1460** Literacy in Action

**Individualized Projects**

- **K50.1701** Private Lesson
- **K50.1801** Internship
- **K50.1901** Independent Study
- **K50.1905** Senior Project
- **K50.1925** Tutorial

**Winter 2011**

**Interdisciplinary Seminars**

- **K20.1545** On Freud’s Couch: Psychoanalysis, Narrative and Memory
- **K20.1567** The Arabian Nights

**Arts Workshop**

- **K40.1019** His Advice to the Players: Shakespeare in Performance

**Travel Course**

- **K55.9750** Istanbul: Mapping the Past in the Present
**SPRING 2011**

**First-Year Research Seminars**

K10.0701 First-Year Research Seminar: The Lure of Beauty
K10.0702 First-Year Research Seminar: Imagining Cities
K10.0703 First-Year Research Seminar: Truth or Fiction? Memory and Storytelling
K10.0709 First-Year Research Seminar: Language and the Political
K10.0712 First-Year Research Seminar: Art and the Dream Life
K10.0715 First-Year Research Seminar: The Surreal Thing
K10.0719 First-Year Research Seminar: The Writer in International Politics
K10.0720 First-Year Research Seminar: Ideology in Everyday Life
K10.0722 First-Year Research Seminar: Popular Religion and Popular Culture in North America
K10.0723 First-Year Research Seminar: Innovation and Sustainability
K10.0724 First-Year Research Seminar: Questions of Travel

**Interdisciplinary Seminars**

K20.1072 Poets in Protest: Footsteps to Hip-Hop
K20.1093 The Enlightenment and Its Legacy
K20.1116 Fate and Free Will in the Epic Tradition
K20.1135 The Medieval Mind
K20.1144 Free Speech and Democracy
K20.1181 A Sense of Place
K20.1207 Origins of the Atomic Age
K20.1211 Buddhism and Psychology
K20.1238 The Anatomy of Love
K20.1280 Revisioning the Classics
K20.1294 Philosophy of Medicine
K20.1298 Ecology and Environmental Thought
K20.1300 Militaries and Militarization
K20.1306 Critical Social Theory: The Predicament of Modernity
K20.1313 Ethics for Dissenters
K20.1314 Literary and Cultural Theory: An Interdisciplinary Introduction
K20.1318 Shakespeare and the London Theatre
K20.1324 Baseball as a Road to God
K20.1337 Beyond the Invisible Hand: The History of Economic Thought
K20.1339 Foucault: Biopower and Biopolitics
K20.1342 Language, Globalization and the Self
K20.1370 Popular Culture and the Struggle for Black Civil Rights
K20.1375 Romantics and Revolutionaries: The Birth of Modern Political Theatre
K20.1394 Latinos and the Politics of Race
K20.1412 Yellow Peril
K20.1432 The Meaning of Home
K20.1451 Ancient Reflections in a Time of Modern War
K20.1468 Psychoanalysis and the Visual
K20.1486 Revolución
K20.1487 Performing Objects
K20.1488 Antigone
K20.1493 Sports, Race and Politics
K20.1512 Fashion’s Fictions: The Texts of Clothing
K20.1513 New Deal Liberalism: Its Rise and Fall
K20.1516 Understanding the Universe
K20.1519 Biology and Society
K20.1527 Finance for Social Theorists
K20.1539 Before Tourism: Travel Classics
K20.1542 Motown Matrix: Race, Gender and Class Identity in “The Sound of Young America”
K20.1561 Visions of Greatness: Alexander and his Legacies
K20.1563 Women’s Text(iles)
K20.1568 Narrating Memory, History and Place
K20.1571 Humans, Machines, and Aesthetics
K20.1572 America in the 1970s and 1980s: From Recession Blues to Free Market Frenzy
K20.1573 The New American Society
K20.1578 Racial, Sexual Interfaces: Film, New Media and Globalization
K20.1583 Present Absences: Literary Sources of Modern Theory
K20.1585 Memory Wars: Artistic and Literary Representations in Japanese WWII Historiography
K20.1587 Who Owns Culture?: Cultural Implications of Intellectual Property Law
K20.1588 The Rise and Fall of the Harlem Renaissance
K20.1589 The Vietnam War
K20.1590 Walter Benjamin: Theory for Gleaners
K20.1593 Barbarians: Ancient Conceptions of the Outsider
K20.1612 Contexts of Musical Meaning: What and How Does Music Mean?
K20.1626 The Communication Revolutions
K20.1629 Kafka and His Context
K20.1630 Pictures at a Revolution: Film as Political Rhetoric
K20.1631 The U.S. Empire and the Americas
K20.1632 “Woman” and the Political
K20.1633 Comprehensive Design Science
K20.1634 Postcolonial African Cities
K20.1635 Playing Video Games: Theory, History and Practice
K20.1636 The Political Economy of Development
K20.1637 The Early Modern English Caribbean
K20.1638 Literature of Rebellion in Early Modern England
K20.1639 Witch, Heroine, Saint: Joan of Arc and Her World
K20.1640 The History of Kindness
K20.1642 Celebrity Culture
K20.1643 Law and Social Thought
K20.1800 Third Year Symposium

**Advanced Writing Courses**

K30.1026 Lives in Brief
K30.1034 Writing About Performance
K30.1075 The Montage is the Message
K30.1301 Advanced Creative Nonfiction
K30.1304 The Art of the Personal Essay
K30.1332 Writing the Strange
K30.1336 Writing Your Ancestry
K30.1339 Ripped from the Headlines: Current Events in Fiction
K30.1350 Writing for Young Readers
K30.1536 The Short Story: A Workshop on Revising
K30.1549 Writers as Shapers: Strategies for Sculpting the Story
K30.1550 Fiction Writing
K30.1555 Advanced Fiction Writing
K30.1560 The Art and Craft of Poetry
K30.1564 Advanced Poetry Workshop

**Arts Workshops**

Note: students may take any Arts Workshop two times.

K40.1012 Acting: Rehearsing the Play
K40.1050 Performing Stories: East Meets West
K40.1106 The Knowing Body: Awareness Techniques for Performers
K40.1115 Creative Arts in the Helping Professions
K40.1208 Making Dances in the Twenty-first Century: Concepts, Strategies, Actions
K40.1212 World Dance
K40.1306 Advanced Contemporary Musicianship
K40.1316 Playing Jazz

Karen Hornick, Clinical Associate Professor, teaches courses that integrate the study of literature, media, philosophy, cultural history, and writing.
### COURSE OFFERINGS

In addition to the courses offered at NYU's New York campus, the following Gallatin courses are offered at NYU Sites Abroad:

#### Buenos Aires
- K20.9401 Tango and Mass Culture
- K30.9401 Creative Writing: Argentina, Travel Writing at the End of the World

#### Florence
- K20.9001 Postmodern Fiction: An International Perspective
- K20.9002 The Idea of Travel
- K40.9001 Architectural Design: An Installation in Florence
- K50.9001 Internship: Community Service in Florence

#### Ghana
- K50.9701 Internship Seminar and Fieldwork

#### London
- K20.9101 Immigration
- K20.9102 Art and War, 1914-2004

#### Paris
- K20.9301 The French Art World in the Nineteenth Century
- K20.9302 Paris Monuments and Political Power in the Nineteenth and Twentieth Centuries
- K20.9304 Topics in French Literature: Paris in French and Expatriate Literature
- K20.9305 Topics in French Literature: Multiculturalism in France and the U.S.
- K20.9306 Paris Pairs in Modern Literature & Art

#### Prague
- K20.9201 Kafka and His Contexts
- K20.9202 Literature and Place of Central Europe

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**Michael D. Dinwiddie,** Associate Professor, teaches courses in cultural studies, African American theatre history, dramatic writing, filmmaking and ragtime music.
Registration, Matriculation and Attendance

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I. REGISTERING FOR CLASSES

Academic Advising

Each Gallatin student works closely with a faculty adviser who is paired with the student based on shared 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 adviser throughout each term to discuss their progress in courses and registration for the coming term. Advisers help students form their plan of study by advising them on selecting courses from the various programs available at NYU and pursuing individualized projects through independent studies, tutorials, internships and private lessons. Gallatin advisers also supervise independent studies and internships, help students compose the Intellectual Autobiography and Plan for Concentration, work with them to design a colloquium rationale and assist them as they prepare for the colloquium itself. The ongoing conversation that develops between advisers and students gives form and heart to a Gallatin education.

Students are required to secure their adviser's approval for the following academic actions or decisions: registration clearance; independent study, tutorial, internship and private lesson proposals; IAPC, colloquium rationale and booklist submission; and all petitions. During the registration period, students are expected to prepare for meetings with their adviser 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. Undergraduate 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

Fall term registration for freshmen occurs during freshman orientation, held at Gallatin during the last week of June each year. Registration for continuing students begins in mid-April for the fall term, in early November for the winter session, in mid-November for the spring term and in early February for the summer term. Transfer student orientation is held at the start of the fall and spring terms, and registration workshops are conducted periodically during each term as students are admitted. Up-to-date information about how to register is provided by the University Registrar and the Gallatin Office of Student Services each semester.
Undergraduate Plan of Study

Gallatin students use a special registration form called the Undergraduate Plan of Study. The purpose of this form is to encourage focused conversation between the student and the adviser about the student's progress and goals. The front of the form records student information and course selections for the coming term. The interior includes a worksheet to calculate degree progress and a review of registration policies and procedures. Most important, the back includes questions that ask students to describe their short- and long-term goals, their academic interests and areas of concentration and their plan for completing the degree.

Cross-School Registration

Gallatin students may take courses in many of the schools, departments and programs of NYU, which are listed on page 50. Please note this is a complete list of NYU schools and departments open to undergraduate students, and it does not exclude those departments or programs in which students have limited or no access. Students should note that certain departments and programs may restrict courses to majors only. Most notably, these restrictions are found in those programs or departments that have unique and specific admissions criteria. Permission to take courses in other NYU schools is subject to the approval of the individual program or department. Students are expected to meet the prerequisites of any courses they take in other NYU schools. Gallatin students should also note they may register for no more than 32 credits that would count toward the core business and major requirements in the Stern School of Business or the McGhee Division in the School of Continuing and Professional Studies.

Clearance at the Gallatin Office of Student Services

To be cleared for registration, each student must submit an Undergraduate 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 for registration on Albert. 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 NYU Home at http://home.nyu.edu. 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 at www.nyu.edu/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 dropped from courses. For more information about E-Billing, payment options, deadlines for payment and tuition refunds, visit the Office of the Bursar's Web site at www.nyu.edu/bursar.

Gene Cittadino, Clinical Assistant Professor, whose teaching and research interests lie in understanding and interpreting the historical and present role of scientific knowledge in our culture.
Registration Deadlines
Specific registration deadlines for each semester are available on Gallatin's Web site at www.nyu.edu/gallatin/current/ba.

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, students must come in person to Gallatin’s Office of Student Services to drop a course. Students who wish to drop all of their courses must seek assistance from the Gallatin Office of Academic Advising. 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 wish to drop a course must take action by dropping the course on Albert or by coming in person to Gallatin’s Office of Student Services or Office of Academic Advising for assistance.

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

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<td>Last day of the ninth week of the session</td>
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Jack (John Kuo Wei) Tchen, Associate Professor, whose teaching and research interests include cross-cultural and community studies, underground New York City histories and Pacific worlds.
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 77-78 and 79.

Refunds for dropped courses are subject to the University refund schedule. For more information about dropping courses and refund of tuition, undergraduate students should refer to page 98.

Students receiving financial aid are expected to maintain satisfactory academic progress toward degree requirements. See page 100 for more information about satisfactory academic progress. Because dropping courses could negatively 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 (OISS) at 561 La Guardia Place, 212-998-4720, or www.nyu.edu/oiss before dropping courses.

**Drop/Adds and “Even Exchange”**

If a student drops a course and adds another course of the same credit value during the first two weeks of the fall or spring semester, or by the end of the second calendar day of classes for the six-week summer sessions, this transaction is considered an even exchange and does not result in additional tuition charges (unless there are associated fees attached to the added course). However, after the second week of classes for the fall or spring semester, or after the second day of classes for the six-week summer sessions, students are charged full per-credit 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.

Albert remains active for ongoing registration activity for the first two weeks of classes during the fall and spring semesters. Once Albert is deactivated for the purposes of registration, students must complete an NYU Change of Program form in person at the Gallatin Office of Student Services.

### III. MAXIMUM CREDITS PER TERM

Students may register for a maximum of 18 credits per fall or spring semester and a maximum of 8 credits per six-week summer session. **During a two- or three-week intensive session (i.e., winter or summer), students may not take more than one course regardless of the credit value of the course.** Students may request permission to exceed this load, provided that they have at least a 3.0 GPA, no incomplete grades and adviser approval. Freshmen and students with grades of incomplete from previous semesters will be permitted to exceed the ordinary credit maximum only in rare circumstances. Students enrolling for more than 18 credits in fall or spring will be assessed additional tuition charges (see pages 96-97 for fee scale).

Permission to take 19 or 20 credits in a fall or spring term may be granted by a student’s adviser on the Undergraduate Plan of Study form. Students requesting permission to take more than 20 credits in a fall or spring term, or more than 8 credits during a single six-week summer session, or more than one course in a two- or three-week intensive session (i.e., winter or summer) must submit a Petition form to the Gallatin Office of Academic Advising stating which courses they plan to take and why the exception is requested.

Sharon Friedman, Associate Professor, whose teaching and research interests include literary interpretation, feminist criticism, women dramatists, and critical writing.
IV. 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 credits of course work per term. Students who register for 11 credits or fewer during these terms are considered part-time.

Students should go to the Office of the Bursar’s Web site at www.nyu.edu/bursar/tuition.fees/ to see how full-time/part-time status will affect their tuition charges. If students are receiving financial aid, they should go to the Office of Financial Aid’s Web site at www.nyu.edu/financial.aid/progress.html to see how full-time/part-time status can affect their financial aid.

International Students: International students are required to be registered for full-time course work. For more information on this topic and the policies governing international students, contact the Office for International Students and Scholars (OISS) at 561 La Guardia Place, 212-998-4720, or www.nyu.edu/oiss.

V. TIME LIMIT TO COMPLETE DEGREE
Undergraduate students must complete all degree requirements within a period of 10 years from the first semester of matriculation at Gallatin.

For students who are readmitted, the original period of matriculation is counted toward the 10-year limit; the hiatus is not counted, and the clock resumes upon readmission.

VI. 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.

VII. 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

Nina Cornyetz, Associate Professor, whose teaching interests include critical, literary, and filmic theory; intellectual history; and cultural studies, with a specialization in Japan.
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.

VIII. GRADUATE COURSE CREDIT

Some graduate courses at NYU are open to undergraduate students, and students may register for these classes on Albert after receiving adviser approval. For all other graduate courses, students must request permission from both their adviser and the department offering the course before being permitted to register. Graduate courses count toward the 128 credits required for the B.A. degree, unless students request that their course work be reserved for graduate credit at the time that they register for these courses.

For graduates of Gallatin’s B.A. program, 6 credits earned in graduate-level courses may be applied toward the Gallatin School M.A. program as transfer credit, providing that the credits 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 that they register for these courses. The transfer of credit is not automatic, and all courses must adhere to the transfer credit policies of the M.A. program.

IX. EXTERNAL STUDY

An undergraduate student in academic good standing may be permitted to take credit-bearing courses at an accredited four-year college or university outside of NYU if the courses fit logically into the student’s program. All such course work must be approved in advance by both the student’s primary adviser and the Gallatin Office of Global Programs. Applications for external study for financial or logistical reasons are not considered appropriate.

External study takes two forms: concurrent registration, in which the student registers part- or full-time at an accredited four-year college or university in the United States, and non-NYU study abroad. Concurrent registration typically is limited to situations in which students want to take courses not offered by NYU. Students who are approved to register concurrently for a full fall or spring term at another institution must maintain matriculation at NYU (see Maintaining Matriculation, below). Students who register for courses at NYU while also registering concurrently at another college or university will be considered matriculated in NYU and do not need to maintain matriculation. Students do not need to maintain matriculation at NYU during the summer sessions. Students who are approved to participate in a non-NYU study abroad program will have that circumstance noted for them on their transcript; they do not need to maintain matriculation.

Credit earned from external study is considered transfer credit and must adhere to the policies applicable to transfer credit, as follows. Students may not register concurrently at another college or university for independent studies or internships. Course titles will not appear on the student’s transcript, nor will the grades be included in the grade point average. Only grades of C or better will be accepted for transfer credit, and no credit will be given for a course graded or taken pass/fail. Students will not necessarily receive course-for-course credit; for example, completion of a 3-credit course at another institution may not be the equivalent of a 4-credit course at NYU. Students should be aware that they are not permitted to transfer more than 64 credits into Gallatin.

Students may take no more than one-fourth of their Gallatin program through concurrent registration. In addition, stu-
Students must fulfill the residency requirement by taking their last 32 credits at NYU. Therefore, they may not participate in external study during the senior year.

To apply for external study, a student must submit the External Study Application to Gallatin’s Office of Global Programs. The request should state where the student would like to study, explain why and specify which course(s) he or she plans to take. This request should be accompanied by specific information published by the school or university about the course(s) the student wants to take, including course number, title, description and number of credits.

Upon review by the Office of Global Programs, the student will be informed that his or her request has, has not, or has in part been approved, along with any specific conditions of approval. Once the external study is completed, the student should have the outside institution’s official transcript sent to the Office of Global Programs for evaluation as transfer credit. Upon receipt of the official transcript, the Gallatin School will review courses and grades and, pending approval of the credits, will send notice to the University Registrar.

Undergraduate students may maintain matriculation for a maximum of four semesters during their academic career, but for no more than two consecutive semesters. Continuing students are expected to return to classes after a two-semester break. Note that students who have been readmitted may not register to maintain matriculation during their first semester back at Gallatin, unless they have completed all 128 required credits but not the senior colloquium. Such students must register to maintain matriculation during the semester in which they will complete the senior colloquium.

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, 25 West Fourth Street, 212-998-4444, 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 Residential Life and Housing Services, 726 Broadway, 7th floor, 212-998-4600, for the policies and procedures for obtaining housing.

X. MAINTAINING MATRICULATION

All students are required to be registered in every fall and spring semester from the time of admission until the degree is finished and the diploma is posted. If a student does not register for classes in a fall or spring term, then the student must register to maintain matriculation (K47.4747). This includes students who have completed all of their degree requirements with the exception of the colloquium and students who are finishing incomplete work from a previous term. This registration status allows students to maintain their eligibility to register for the following semester without applying for readmission. Maintaining matriculation carries a fee of $75 per semester, plus a nonrefundable registration and services fee. Please see pages 96-97 for the fee schedule.
XI. 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 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. 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.

XII. 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 seek assistance from the Gallatin Office of Academic Advising. Students who plan to remain enrolled in classes but who wish to drop one or more courses should refer to page 72, Dropping Courses. Students withdrawing from all of their courses for the semester must follow a formal two-step withdrawal process, which begins with submitting the Semester Withdrawal Form on Albert 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.

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 72 and 79.

Dropping or withdrawing from courses will be subject to the University refund schedule. For more information about dropping courses and refund of tuition, undergraduate students should refer to page 98.

Students receiving financial aid are expected to maintain satisfactory academic progress toward degree requirements. For more information, see Satisfactory Academic Progress, page 100. 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 74). 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 (OISS) at 561 La Guardia Place, 212-998-4720, or www.nyu.edu/oiss before withdrawing from courses.
**DEADLINES FOR DROPPING COURSES WITH A GRADE OF W**

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<td>11-12 weeks</td>
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<td>13-14 weeks</td>
<td>Last day of the ninth week of the session</td>
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**XIII. PETITIONS AND APPEALS**

Students may submit a 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, to the Gallatin Faculty Committee on Advisement and Policies. In any case in which a student wishes to appeal the decision of the committee, he or she may provide further information and request reconsideration of the committee’s decision in a letter of appeal to the associate dean for faculty and academic affairs.
I. GRADES

Final grades for each semester are available through Albert. The parents or guardian of a student who is a minor (under 18 years of age) may, by written request to the Office of the University Registrar, obtain the student’s grades at any time. 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

For students admitted to Gallatin in the spring 2009 term or after, grades for all NYU courses earned while a student is matriculated at New York University are recorded on the transcript and most are computed in the cumulative grade point average. Grades for courses that do not count toward the degree are not computed in the cumulative grade point average. Grades earned at other institutions are neither recorded on the NYU transcript nor 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 credit hours completed (quality hours). For example: a student who has completed 8 credits of A (4.0), 4 credits of B (3.0), and 3 credits 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 (credits of A) x 4 (the point value of A), 4 (credits of B) x 3 (the point value of B), and 3 (credits 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 credit hours completed) to give the grade point average of 3.33.

Minimum GPA Requirements

Undergraduate students are required to maintain a minimum cumulative grade point average of 2.0 (C average). See Academic Standing (pages 83-84) for information on official warning and probationary policies.

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 University 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 (page 77) 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 Satisfactory Academic Progress, page 100, or visit the Web site of the Office of Financial Aid at www.nyu.edu/financialaid.

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, which will be no later than the end of classes in the following full term (i.e., by the end of the spring term for a fall or winter course or by the end of the fall term for a spring or summer course). 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 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.

Undergraduate students who receive a grade of incomplete are automatically ineligible for the Dean’s List in that semester. This exclusion applies only for the semester in which the incomplete was received; students may be eligible in subsequent semesters, providing they meet the other criteria for the Dean’s List.

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 Satisfactory Academic Progress, page 100, or visit the Web site of the Office of Financial Aid at www.nyu.edu/financial.aid.

Pass/Fail Grades (P/F)
The grade of P (Pass) indicates a passing grade (A, B, C, D) in a course taken under the pass/fail option. It is also used to indicate nongraded courses. The grade of P is not computed in the grade point average; however, the grade of F under the pass/fail option is computed in the grade point average.

Undergraduate students may take one course per full-time academic year (32 credits) on a pass/fail basis, not counting those courses that must be taken pass/fail; e.g., private lessons. The pass/fail option is not available for any courses used to fulfill the Gallatin liberal arts requirements, the Senior Project, nor for any Gallatin travel courses with the prefix K55 or K95. In addition, courses taken on a pass/fail basis do not count toward the Dean’s List minimum credit requirement of 12 credits in graded courses.

Pass/Fail Option Procedures.
Students must declare their intent to take a course pass/fail (or to revoke a pass/fail option) by submitting a Pass/Fail Grade Option form to the Gallatin Office of Student Services. Pass/Fail Grade Option forms must be filed by the end of the ninth week of classes during the fall and spring semesters and by the last day of the fourth week of classes during the six-week summer sessions. For a complete listing of pass/fail

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**GRADERS**
The following is a list of grades as they appear on students’ academic records and their value in determining the grade point average (GPA):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>C++</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0 (failing)</td>
</tr>
</tbody>
</table>

In addition, several grades have no value and do not affect the grade point average:

- **P** (passing work in a pass/fail course)
- **I** (incomplete work)
- **W** (withdrawal from course)
- **N** (not counted)
- ******* (no grade submitted)

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**PASS/FAIL FILING DEADLINES**

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Last day to file or revoke a pass/fail option</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>Third day of the session</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Sixth day of the session</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Last day of the second week of the session</td>
</tr>
<tr>
<td>4 weeks</td>
<td>First day of the third week of the session</td>
</tr>
<tr>
<td>5 weeks</td>
<td>First day of the fourth week of the session</td>
</tr>
<tr>
<td>6 weeks</td>
<td>Last day of the fourth week of the session</td>
</tr>
<tr>
<td>7 weeks</td>
<td>First day of the fifth week of the session</td>
</tr>
<tr>
<td>8 weeks</td>
<td>Last day of the fifth week of the session</td>
</tr>
<tr>
<td>9-10 weeks</td>
<td>Last day of the sixth week of the session</td>
</tr>
<tr>
<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>
filing deadlines for all sessions, refer to the chart above. The course instructor will not be made aware of the declaration of a pass/fail option. Should the instructor submit a passing grade of A through D, the student receives the grade of P on the permanent record. If the instructor submits an F, an F is recorded on the permanent record.

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 your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by e-mail.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

Writing a Request Letter: A request letter must include all of the following information:
• University ID Number
• Current name and any other name under which you attend/attended NYU
• Current address
• Date of birth
• School of the University you attend/attended and for which you are requesting the transcript
• Dates of attendance
• Date of graduation
• Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Unofficial transcripts are available on Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYU Home at http://home.nyu.edu.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

Students are able to access their grades at the end of each semester via Albert.

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 “Enrollment Certification” 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). This feature is available for students in all schools except the School of Law.

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, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request. If you wish to confirm receipt of your request, please contact our office at 212-998-4280, and a representative will assist you. Currently, we are not accepting requests for certification by e-mail.

III. HONORS

Dean's List

At the end of each semester, students with outstanding academic records are recognized by being named to the Dean's List. Students are eligible for the Dean's List if, in that semester, they (1) have earned a grade point average of 3.850 or higher; (2) have completed 12 or more graded credits in NYU courses, including all individualized projects; (3) have no grades of incomplete, N, or *** at the time the calculation is made; and (4) are not on disciplinary notice.

Founders' Day Award

Eligibility for the Founders' Day Award is determined by the Office of the University Registrar. This honor is awarded to September and January baccalaureate degree recipients and May degree candidates who have maintained a grade point average of 3.5 or higher based on a minimum of 30 credits in courses taken at NYU. For May degree candidates, eligibility is based on the cumulative GPA through the fall semester “at the time of review.” The Founders’ Day Award and Latin honors are separate and distinct honors with different criteria. Eligibility for one does not necessarily constitute eligibility for the other.

Latin Honors

Latin honors are awarded to graduating students who have achieved academic distinction. The honor will appear on the student’s transcript and diploma. There are three levels of Latin honors: summa cum laude, with highest honor; magna cum laude, with great honor; and cum laude, with honor. Summa cum laude will be awarded to the top 5 percent (by GPA) of Gallatin graduates, magna cum laude to the next 10 percent and cum laude to the next 15 percent. The cut-off GPA for each of these levels will be determined by the record of the previous year’s graduating Gallatin class (e.g., if the top 5 percent of last year’s class graduated with at least a 3.95 GPA, then all students in this year’s class with a GPA at or above that level will receive summa). In addition, students must have a clean record of conduct.

For students who matriculated at Gallatin in the spring 2009 term or after: To be eligible for Latin honors from Gallatin, a student must have completed at least 64 credits at NYU for which the letter grades A through D were received. Courses taken at NYU prior to matriculation at Gallatin are included in the 64-credit requirement for Latin honors if they are also included in the Gallatin GPA. NYU courses that were accepted for transfer credit towards the Gallatin degree are included in the Gallatin GPA. NYU courses that were not accepted for transfer credit towards the Gallatin degree are not included in the Gallatin GPA. NYU courses taken for a Pass (“P”)...
grade; noncredit NYU course grades and grades from courses taken at other institutions are not included in the Latin honors computation.

For students who matriculated at Gallatin prior to the spring 2009 term:
To be eligible for Latin honors from Gallatin, a student must have completed at least 64 credits at NYU for which the letter grades A through D were received, not including courses with the following prefixes: Y01, Y02, Y03, Y04, Y05, Y06, Y07, Y08, Y09, Y20 and Y41; all T courses; all X courses; and all Z courses. Courses taken at NYU before admission into Gallatin are included in the GPA and in the 64-credit requirement for Latin honors, except for any courses with the prefix T, Y, X, or Z. NYU courses not offered for credit, as well as those taken for a Pass ("P") grade, are not included in the Latin honors computation. Also, grades from courses taken at other institutions are not included in the computation.

IV. 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
Undergraduate students are considered to be in academic good standing when their current and cumulative grade point averages are above 2.0 (C average) and if they have not accumulated 12 or more credits of incomplete grades. Students should also maintain satisfactory progress toward their degree by completing, with satisfactory grades, more than half of the courses and credits 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.

Official Warning
Students receive an official warning letter from the Gallatin Faculty Committee on Advisement and Policies under the following circumstances: when the current grade point average falls below 2.0, when the cumulative grade point average falls below 2.3, or when the student accumulates an excessive number of incompletes and withdrawals.

When a student is placed on official warning, 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 is given to improve his or her academic standing. The designation “Official Warning” appears on the student’s transcript until the student has been taken off official warning.

Probation
Students with unsatisfactory academic records are placed on probation under the following circumstances: if the current grade point average falls below 1.5, if the cumulative grade point average falls below 2.0, if the student accumulates three or more withdrawals in an academic year, or if the student accumulates 12 or more credits of incomplete. Students whose academic progress merits concern may be placed on probation at the discretion of the Associate Dean of Students.

Undergraduate students who are admitted on probation are expected to maintain a grade point average of 2.5 or above for the first two semesters, with no grade below a C.

When a student is placed on probation, the designation “Probation” is placed on the student’s transcript and 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 and the minimum grade point average the student must earn in the
subsequent semester. In most cases, the probation letter will indicate that the student (1) achieve a grade point average of at least 2.0 during the semester he or she is on probation, (2) not receive any grade below a C or any grade of I, (3) not withdraw from any course without securing the permission of the Associate Dean of Students prior to the withdrawal and (4) finish all incompletes.

The letter will also inform the student if any special conditions and restrictions have been placed on the student’s academic program. For example, the student may be prohibited from taking a course on a pass/fail basis; taking a course outside of NYU; or registering for independent studies, tutorials, internships, or private lessons. The letter may also indicate the maximum number of credits for which the student can enroll.

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 Office of Residential Life and Housing Services, the Office of Undergraduate 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.

V. ACADeMIC INTEGRITY AND DISCIPLINARY ACTIONS

Students are expected to maintain the highest standard of academic integrity. Cheating and plagiarism are serious matters and will result in disciplinary action.

**Offenses**

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations and established practices of the University and the School. The following offenses may be subject to disciplinary charges by the Gallatin Faculty Committee on Advisement and Policies: cheating, plagiarism and the forgery of academic documents; deliberate destruction, theft or unauthorized use of laboratory data, research materials, computer resources or University property; disruption of an academic event; actual or threatened violence or sexual harassment.

**Process**

The Gallatin faculty adopted a new set of discipline policies and procedures in October 1999, establishing the Committee on Student Discipline, which oversees the handling of infractions of the rules. The policies encourage an informal resolution of charges whenever possible but describe the process by which the committee will investigate, hear and resolve cases when that approach is unsuccessful. Refer to Student Discipline Rules of the Gallatin School of Individualized Study (available in the Deans’ Office) for details.
Penalties
The Deans’ Office or the Gallatin Faculty Committee on Advisement and Policies may impose the following penalties:

1. **Censure.** Written reprimand for violation of a specified regulation, including the possibility of a more severe disciplinary action in the event of a subsequent violation of any University regulation within a period of time stated in the letter of reprimand.

2. **Disciplinary Probation.** Suspension of privileges or exclusion from participating in extracurricular University activities as set forth in the letter of disciplinary probation for a specified period of time.

3. **Suspension.** Exclusion from classes as well as suspension of privileges and exclusion from other activities as set forth in the letter of suspension for a specified period of time.

4. **Dismissal.** Termination of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the letter of dismissal.

If, as a result of any disciplinary action, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard refund schedule.

Students may appeal any disciplinary action by submitting a written request to the dean, who will promptly appoint an ad hoc grievance committee. The committee’s decision is final.

VI. GRADUATION
Conferral of Degrees
All Gallatin undergraduate students receive a Bachelor 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. A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation. In order to graduate in a specific semester, students must apply for graduation within the application deadline period indicated on the calendar. (Students view the graduation deadlines calendar and general information about graduation on the Office of the Registrar’s Web page at www.nyu.edu/registrar.) It is recommended that the student apply for graduation no later than the beginning of the semester in which he or she plans to complete all academic requirements. If the 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.

VII. 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 (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. New students should complete the MMR section of the Student Health History form. Continuing students should complete and submit a Student Immunization Record form (PDF), available at www.nyu.edu/sbc/pdfs/student_immunization_record.pdf.

New York State Public Health Law (NYS PHL) 2167 requires that all students registered for 6 or more credits submit a Meningitis Vaccination Response form as formal confirmation of their decision as to whether or not to be immunized with the meningococcal (meningitis) vaccine. New students should complete the Meningitis Vaccination Response section of the Student Health History form. Continuing students should complete and submit a Meningitis Vaccination Response form (PDF), available at
Failure to comply with state immunization laws will prevent NYU students from registering for classes. In addition to these requirements, the NYU Student Health Center recommends that students also consider hepatitis B and varicella immunizations. Students should discuss immunization options with their primary care provider.

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

Office of Undergraduate Admissions
New York University
212-998-4500
admissions.nyu.edu

Admission to the Gallatin School at New York University is highly selective. Each applicant is reviewed carefully to identify academic strengths, potential for academic growth and creativity and promise of fully utilizing the special offerings of the Gallatin School, the University and New York City. Gallatin places particular emphasis on reading and writing ability and the character traits needed to engage in a program of individualized study, including self-discipline, maturity and an ability to do independent work. The program prepares students well for a life in which managing knowledge is a key to success.

The applicant’s capacity for successful undergraduate work is measured through careful consideration of secondary school and/or college records; scores on standardized college entrance examinations; recommendations from guidance counselors, teachers and others; the essay; and participation in extracurricular activities and community services.

The School welcomes a diversity of undergraduates from all economic, social and geographic backgrounds.

Applicants who are neither U.S. citizens nor U.S. permanent residents should see pages 91-92.

LEARNING ABOUT GALLATIN

Gallatin regularly holds information sessions throughout the year. It is recommended that prospective applicants attend an information session hosted by the undergraduate admissions office before attending a Gallatin-specific information session. Prospective students can register for the admissions sessions at admissions.nyu.edu to learn more about Gallatin and New York University. For a schedule of Gallatin information sessions, visit www.nyu.edu/gallatin/prospective/la.
**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 weekends, 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](http://www.nyu.edu/about/visitor-information/hotels.html) to learn of other nearby hotels.

**THE ADMISSION PROCESS**
All candidates for admission to the University should send the following to the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339:

1. **The Undergraduate Application for Admission** (online application only) or the Common Application (online or paper version) at [admissions.nyu.edu](http://admissions.nyu.edu).
2. Supplement is required for applicants using the Common Application. The Common Application will not be processed without the supplement.
3. Nonrefundable $65 application fee ($75 for international students and U.S. citizens living abroad)
4. Official high school and/or college records for courses for which academic credit has been earned (and General Educational Development test scores if applicable)
5. All required testing should be completed and results forwarded electronically by one testing agency to the Undergraduate Admissions Processing Center.

6. **Recommendations**
7. **Personal Statement/Essay**
   Candidates are urged to complete and file their applications by the stated deadline (see below). No admission decision will be made without complete information. The Office of Undergraduate Admissions reserves the right to substitute or waive particular admissions requirements at the discretion of the Admissions Committee.

**Admission Application Filing Deadlines**
For entrance in September, applications for admission—including all required supporting credentials—must be received by *January 1* for freshman candidates, by *April 1* for transfer applicants, and by *November 1* for early decision applicants (freshmen only).

For entrance in January (transfer applicants only), applications for admission—including all required supporting credentials—must be received by *November 1*.

For entrance in the summer sessions (transfer applicants only), applications should be received by *April 1*.

Applications for admission received after these dates will be considered only if space remains in the program.

**Notification Dates**
Freshman candidates for September admission and transfer candidates for summer and September admission are notified beginning *April 1*. Early decision candidates are notified beginning in the middle of December. Transfer candidates for January admission are notified beginning *November 15*.

**Orientation**
Gallatin’s New Student Orientation. All entering Gallatin students are required to attend a Gallatin orientation. Invitations to orientation, with details of times and locations, are sent by the Gallatin Office of Student Affairs. New Gallatin students should plan their vacations and arrivals in New York City with these dates in mind.
For first-year students, a mandatory three-day orientation is held in the last week of June, during which students register for fall semester classes. For transfer students, mandatory orientation sessions are scheduled at the start of the fall and spring semesters.

For further details, consult www.nyu.edu/gallatin.

NYU Welcome Week. Orientation to New York University and to New York City takes place during the more than 250 events that occur throughout all-University Welcome Week, the week prior to the start of the fall semester. Residence halls generally open on the last Sunday in August, and students typically stay through the Labor Day weekend until the start of classes. A similar week of new student activities is organized in January for students admitted in the spring.

For further details, consult http://www.nyu.edu/life/events-traditions/welcome-week.html.

Financial Aid Application

After the admission decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered.

All students applying for any federal financial aid must file 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. We recommend that students apply electronically via the NYU Web site at www.nyu.edu/financial.aid. 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.nyu.edu/financial.aid/tap.html. 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.

Please refer to the Tuition, Fees and Expenses and Financial Aid sections for further information.

Application for Housing

There are several housing options available for students, and upon acceptance, all eligible students may file a housing application.

APPLICANTS TO THE GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Freshman Applicants

Engaging in a program of individualized study requires considerable maturity and self-discipline. While applicants to the Gallatin School need not have a fixed idea about which academic area they plan to study or which profession they plan to enter, they should be prepared to assume responsibility for planning their own programs of study. Applicants unsure about whether Gallatin is the best choice may seek further information and guidance through the information sessions conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center at 50 West Fourth Street. Freshman students are admitted to begin studies in the fall semester only.

Recommended High School Preparation. The quality of an applicant’s secondary school record is considered to be more important than a prescribed pattern of courses. Sound preparation, however, should include English, with heavy emphasis on writing; social studies; foreign language; mathematics; and laboratory sciences. The Admission Committee pays particular attention to the number of honors, AP and/or IB courses completed in high school.

Students most competitive for admission will take mathematics and foreign languages in their senior year and exceed the following requirements:
4 years of English with heavy emphasis on writing
3-4 years of mathematics
3-4 years of laboratory sciences
3-4 years of social studies
2-3 years of foreign language

For required testing, see pages 93-95.

Early Decision Plan for High School Seniors. Entering freshmen with clearly acceptable high school records and SAT Reasoning Test or ACT (with Writing Test) scores may be considered under the Early Decision Plan. Every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Under the Early Decision Plan, students should submit their application, all supporting credentials and all standardized test scores no later than November 1.

In addition, each applicant must complete on the application a signed statement agreeing that he or she will withdraw any applications submitted to other colleges if accepted by New York University. Another form must be signed by the student, parent and counselor agreeing to the early decision commitment to enroll if admitted to NYU. Action on these applications will be taken by the Office of Undergraduate Admissions beginning in mid-December.

Early decision candidates who are also applicants for financial aid must submit the NYU Early Decision Financial Aid Application by November 1, so that the University will be able to provide a financial aid estimate for need- and merit-based assistance by the early decision notification date. This application is included with the Application for Undergraduate Admission, which can be found online at admissions.nyu.edu/applying-for-admissions. Early decision applicants must also file the Free Application for Federal Student Aid (FAFSA) by February 15.

Transfer Applicants from Other Schools

Gallatin welcomes applications from students transferring from other colleges and universities for admission in September, January or the summer sessions. Except where specifically noted, the general procedures described for entering freshmen also apply to all applicants seeking to transfer from other regionally accredited two-year and four-year institutions. Transfer applicants must request that official credentials be sent to the Undergraduate Admissions Processing Center from all institutions attended, including secondary school records and transcripts from all colleges attended, whether or not the student completed any courses there. Credits more than 15 years old may not be transferable. Transfer applicants who took the SAT or ACT examinations while in high school should submit their test results as part of their application. Transfer applicants who did not take these examinations while in high school and have been in college less than one year must follow the testing requirements listed on the admissions Web site at admissions.nyu.edu.

Advanced Standing. Credit may be awarded for satisfactory work completed at another accredited college or university. When a transfer applicant is admitted to the School, the applicant’s records are examined carefully to determine how much, if any, advanced standing will be granted. Each individual course completed elsewhere is evaluated. In granting advanced standing, the following are considered: the content, complexity and grading standards of courses taken elsewhere; individual grades and grade averages attained by the applicant; the suitability of courses taken elsewhere for the program of study chosen here; and the degree of preparation that completed courses provide for more advanced study here. Point credit toward the degree is given only for a grade of C or better, provided that courses were completed within the past 15 years.

In general, students may apply a maximum of 64 transfer credits toward
their Gallatin degree. Included in this maximum are all credits earned prior to admission, as well as any non-NYU credits a student may be approved to take after matriculation at Gallatin. Please note: All Gallatin degree candidates must complete a minimum of 64 credits after matriculation at Gallatin and must satisfy all other degree requirements. In addition, transfer students from two-year colleges will be eligible to receive credit only for course work credited toward the associate’s degree. Postgraduation courses taken at a two-year institution will not be acceptable for transfer. Transfer students must fulfill residency requirements for the degree. A tentative statement of advanced standing is provided to each student upon notification of admission to the School. A final statement of advanced standing is provided during the student’s first semester of matriculation. Requests for reevaluation of transfer credit must be made within the semester during which the final statement of advanced standing is received. Thereafter, a student’s advanced standing credits may be changed only with written permission of the Gallatin School.

Transfer Applicants Within the University
Students who wish to transfer from one school to another within the University must file an Internal Transfer Application online (admissions.nyu.edu) prior to the application deadline (November 1 for the spring term and March 1 for the summer or fall term). In general, students may apply a maximum of 64 transfer credits toward their Gallatin degree. Included in this maximum are all credits earned prior to admission, as well as any non-NYU credits a student may be approved to take after matriculation at Gallatin. Please note: All Gallatin degree candidates must complete a minimum of 64 credits after matriculation at Gallatin and must satisfy all other degree requirements.

Returning Adults
Since its inception nearly 40 years ago, Gallatin has welcomed adults who have been away from school for some years and have decided to return and complete a degree. Gallatin makes every effort to accommodate these students by providing evening classes, offering expanded educational opportunities and allowing students to apply for credit for their life experiences. It should be noted that credits that are more than 15 years old may not be transferable.

Readmission of Former Gallatin Students
Any former student who has been out of attendance for more than two consecutive terms and who wishes to return to the School must apply for readmission. Applications for readmission are available online (admissions.nyu.edu). Requests for readmission should be received by the following dates: August 1 for the fall term; December 1 for the spring term; and April 1 for the summer term. Students who have attended another college or university since their last attendance at New York University should not apply for readmission; rather, they must complete the regular application for undergraduate admission online, submit an official transcript and pay the required application fee.

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 only exception is the readmitted student who has completed all 128 required credits but who must still complete the senior colloquium; this student must register to maintain matriculation during the semester in which he or she will complete the senior colloquium.

Special (Postgraduate) Students
Graduates of accredited four-year colleges, including the Gallatin School and other schools of New York University, may register as special students in undergraduate courses for which they meet the prerequisites and that are still open after matriculated students have registered. Such a student should submit proof of his or her degree and an application for admission as a special postgraduate student. The application form can be obtained online.
(admissions.nyu.edu) or from the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339. A $55 application fee is required.

Deadlines for applications are as follows:

**Fall:** August 1  
**Spring:** December 1  
**Summer:** April 1

**Applicants with International Credentials**

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the application for admission for undergraduate study, available online at admissions.nyu.edu. Please indicate on the application for admission your country of citizenship and, if currently residing in the United States, your current visa status.

Freshman applicants (those who are currently attending or who previously completed secondary school only) seeking to begin studies in the fall (September) semester must submit applications and all required credentials on or before January 1. Transfer applicants (those currently or previously attending a university or tertiary school) must submit applications and all required credentials on or before April 1. Transfer candidates seeking admission for the spring (January) semester must submit applications and credentials on or before November 1. Applications will not be processed until all supporting documents are received by the Undergraduate Admissions Processing Center.

All freshman applicants are required to submit official test results. Please visit the admissions Web site at admissions.nyu.edu to learn about the admissions requirements.

If the applicant’s secondary education culminates in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject. All documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either 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. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, 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 Undergraduate Admissions Processing Center, code 2562.

In lieu of the TOEFL, acceptable results on the International English Language Testing System (IELTS) examination administered by the British Council will be considered. For information on this test, visit the Web site at www.ielts.org.

Applicants residing in the New York area may elect to take, in lieu of the TOEFL or IELTS, the English proficiency test of the University’s American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by telephoning 212-998-7040.

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. New students may wish to view the multimedia tutorial for new interna-

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**Ritty Lukose**, Associate Professor, whose teaching and research interests lie in the areas of gender, globalization, and colonial, postcolonial and diasporic modernities as they impact South Asia.
The American Language Institute

The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. It also offers the Advanced Workshop Program in English for students with substantial English proficiency but insufficient proficiency for undertaking a full-time academic program. The institute also offers specialized professional courses in accent reduction, grammar and American business English.

Individuals who wish to obtain additional information about the American Language Institute are invited to visit the office of the American Language Institute weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the Web site: www.scps.nyu.edu/ali; write to The American Language Institute, School of Continuing and Professional Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: 212-998-7040; fax: 212-995-4135; or e-mail: ali@nyu.edu.

Student Visas and Orientation

Matters pertaining to student visas and international student orientation are handled by the Office for International Students and Scholars, 561 La Guardia Place, 1st Floor; 212-998-4720. In addition, the staff of this office endeavors to aid international students in taking full advantage of various social, cultural and recreational opportunities offered by the University and the city.

Special Undergraduate Students (Visiting)

Undergraduate matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own school. Such students must be eligible to receive degree credit at their own school for the courses taken at the Gallatin School. The approval as a special undergraduate student is for two terms only and cannot be extended. All visiting students must meet the academic standards of the Gallatin School. The application form for special undergraduate students may be obtained online (admissions.nyu.edu).

Deadlines for applications are as follows:

- **Fall:** August 1
- **Spring:** December 1
- **Summer:** April 1

Special students are not permitted to enroll for graduate-level courses and are not eligible for financial aid or University housing.

Spring in New York

NYU Spring in New York offers college students from other institutions an opportunity to earn college credit and to experience academic life at New York University. Spring in New York participants enroll in one of eight areas of study, in courses with NYU students and taught by NYU faculty.

In addition to classroom learning, NYU Spring in New York students have access to the same opportunities and benefits as NYU students—library access, sports center access and program office events, including ticket discounts for Broadway shows, concerts and sporting events. They are also encouraged to participate in planned excursions around the city.

The program is offered to students currently matriculated and in good standing at an accredited college or university (within the United States) with a competitive grade point average. Students must have at least sophomore standing in the academic year of participation.

Further information and an online application are available at the following Web site: www.nyu.edu/spring.in.ny.

Julie Malnig, Associate Professor, is a cultural historian of theatre and dance performance whose areas of interest include social and popular dance, performance writing, performance art and feminist performance and criticism.
ADVANCED PLACEMENT EQUIVALENCIES

<table>
<thead>
<tr>
<th>Advanced Placement Examination</th>
<th>Grade Credits</th>
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<tbody>
<tr>
<td>Art History</td>
<td>4, 5 4</td>
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<tr>
<td>Biology</td>
<td>4, 5 8</td>
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<tr>
<td>Calculus AB</td>
<td>4, 5 4</td>
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<tr>
<td>Calculus BC</td>
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<td>Calculus BC</td>
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<tr>
<td>Chemistry</td>
<td>4, 5 8</td>
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<tr>
<td>Chinese Language and Culture</td>
<td>4, 5 4</td>
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<tr>
<td>Computer Science A</td>
<td>4, 5 4</td>
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<tr>
<td>Computer Science AB</td>
<td>4, 5 8</td>
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<tr>
<td>English Language</td>
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<tr>
<td>English Literature</td>
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<td>Environmental Science</td>
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<td>European History</td>
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<tr>
<td>French Language</td>
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<tr>
<td>French Literature</td>
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<tr>
<td>German Language</td>
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<tr>
<td>Human Geography</td>
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<td>Italian Language and Culture</td>
<td>4, 5 4</td>
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<tr>
<td>Japanese Language and Culture</td>
<td>4, 5 4</td>
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<td>Latin Literature</td>
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<td>Latin: Vergil</td>
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<td>Macroeconomics</td>
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<td>Microeconomics</td>
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<td>Music Theory</td>
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<td>Physics B</td>
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<td>Physics C-E&amp;M</td>
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<td>Physics C-Mech.</td>
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<td>Politics (U.S. Government and</td>
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<td>Politics)</td>
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<td>Politics (Comparative</td>
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<td>Government and Politics)</td>
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<td>Psychology</td>
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<td>Spanish Language</td>
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<td>Spanish Literature</td>
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<td>Statistics</td>
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<td>Studio Art</td>
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<td>U.S. History</td>
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<td>World History</td>
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EXAMINATIONS FOR ADMISSION AND ADVANCED STANDING

**Required Testing**

All freshman applicants must submit standardized test scores. Beginning with students entering in September 2010, applicants for admission to NYU will be able to submit:

- The SAT Reasoning Test and two SAT Subject Tests or
- The ACT (with Writing Test) or
- Three SAT Subject Test scores (one in literature or the humanities, one in math or science and one non-language of the student’s choice) or
- The SAT Reasoning Test and two Advanced Placement (AP) Exam scores
- Three AP exam scores (one in literature or the humanities, one in math or science and one non-language of the student’s choice)

Students who can demonstrate evidence of an extraordinary accomplishment outside of normal classroom or scholastic activity, such as a major publication in a national or international journal, a published book, a film or other outstanding visual or performing artistic accomplishment, a scientific or other remarkable discovery, winning a national competition or the equivalent, will be required to provide only an SAT score, or two SAT Subject Test scores, or two AP exam scores.

Freshman candidates entering in the fall of 2011 should submit official score reports for standardized tests. Visit admissions.nyu.edu for the latest required testing information.

**Note:** The AP exams must be taken prior to the senior year to be applicable during the admissions cycle. International students who are in an area where the ACT Writing Test is not offered must choose one of the other test score options.

If you have taken the SAT or ACT more than once, or if you have SAT Subject Test or Advanced Placement (AP) Test scores that you wish to submit in support of your application, we recommend that you send us all of your scores. Using our requirement options above, we will use the combination of scores that best presents your candidacy. (Our policy has always been to consider an applicant’s best scores, using the higher of the SAT or the ACT if we had both, and using the higher score from different test dates, so we are used to doing this!)

If you are applying as a regular decision freshman, we recommend that you complete your testing by the November test date, and you must finish by the December test date. We strongly recommend that early decision applicants complete all testing by the October test date, although November scores usually arrive in time to be considered.

If English is not your native language and if your primary language of instruction has not been English, you should also take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Please see the Applicants with International Credentials section, page 91, for additional information.)

Official test scores should be sent directly to NYU from the testing agencies. The NYU code for the College Board (SAT Reasoning Test, SAT I, SAT Subject Tests, SAT II Examinations and TOEFL) is 2562; the ACT code for NYU is 2838.

Detailed information on the SATs and Advanced Placement examination may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-6917; telephone: 212-713-8000; www.collegeboard.com. Detailed information on the ACT may be obtained from ACT. 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; telephone: 319-337-1270; www.act.org.

Advanced Standing for Freshmen

Students admitted as freshmen who have taken college courses while enrolled in high school must submit an official transcript from a regionally accredited college or university. Courses will be considered for credit only if the student has achieved a B or better and only if the course work is in addition to the requirements for high school graduation. For students who entered Gallatin in the summer of 2009 or
later, college courses taken while the student was enrolled in high school will be evaluated and posted to the student’s record no sooner than the end of the sophomore year, after consultation with the student’s adviser. However, such courses can be used to serve as a prerequisite for more advanced courses directly upon matriculation.

Credit by Examination
The Advanced Placement Program (AP) (College Entrance Examination Board), the International Baccalaureate Program (IB) and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor’s degree on the basis of performance in college-level examinations or proficiency examinations related to the School’s degree requirements, subject to the approval of the School. For students who entered Gallatin in the summer of 2009 or later, AP credit, IB credit and maturity certificate examinations will be evaluated and posted to the student’s record no sooner than the end of the sophomore year, after consultation with the student’s adviser. However, a student’s AP, IB and maturity certificate examination scores can be used to serve as a prerequisite for more advanced courses directly upon matriculation.

Please note: The maximum number of credits allowed toward the degree requirements of the School that are a result of any possible combination of nonresident special examination programs and courses taken at a college or a university while the applicant is in high school shall not exceed 32.

International Baccalaureate (IB)
Higher-level examinations passed with grades of 6 or 7 will be considered for advanced standing credit. No credit is granted for standard-level examinations. Official reports must be submitted to the Undergraduate Admissions Processing Center for review. IB credits do not satisfy any liberal arts requirements. For students who entered Gallatin in the summer of 2009 or later, IB credit will be evaluated and posted to the student’s record no sooner than the end of the sophomore year, after consultation with the student’s adviser. However, such courses can be used to serve as a prerequisite for more advanced courses directly upon matriculation.

Maturity Certificate Examinations
The results of certain foreign maturity certificate examinations, i.e., British “A” levels, French Baccalauréat, German Abitur, Italian Maturità or the Federal Swiss Maturity Certificate, will be considered for advanced standing credit. Official reports must be submitted to the Undergraduate Admissions Processing Center.

For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions. Credits for maturity certificate examinations do not satisfy any liberal arts requirements. For students who entered Gallatin in the summer of 2009 or later, credit for maturity certificate examinations will be evaluated and posted to the student’s record no sooner than the end of the sophomore year, after consultation with the student’s adviser. However, a student’s maturity certificate examination scores can be used to serve as a prerequisite for more advanced courses directly upon matriculation.

Advanced Placement Program (AP)
New York University participates in the Advanced Placement Program of the College Entrance Examination Board. In accordance with New York University policy, if test results are a 5 or 4, depending on the subject examination (see chart), the student may receive college credit toward the degree and may not take the corresponding college-level course for credit. (The maximum number of credits allowed toward the credit requirements of the School shall not exceed 32 credits based on examination including the AP, IB and courses taken at a college or university while the applicant is in high school.) AP credits do not satisfy any liberal arts requirements.
For students who entered Gallatin in the summer of 2009 or later, AP credit will be evaluated and posted to the student's record no sooner than the end of the sophomore year, after consultation with the student’s adviser. However, a student’s AP scores can be used to serve as a prerequisite for more advanced courses directly upon matriculation.

For additional information, students should consult the Office of Undergraduate Admissions at admissions.nyu.edu or by telephone at 212-998-4500.

Placement Examinations
Placement examination results are used in the Gallatin School under the following conditions:

1. English: entering freshmen and transfer students will be assigned to one of two levels of expository writing based on their verbal SAT Reasoning Test scores or writing proficiency.

2. Foreign Languages: a student who wishes to continue in a language previously studied in high school or in college must take a language placement test or submit scores from the College Entrance Examination Board or receive a recommendation for placement from the appropriate language department.

THE ENROLLMENT PROCESS
To be enrolled, an admitted candidate must do the following:

1. Accept the University’s offer of admission and pay the required nonrefundable tuition deposit.

2. If applicable, pay the required nonrefundable housing deposit.

3. Have his or her high school and college forward a final transcript(s) to the Undergraduate Admissions Processing Center.

4. File a medical report.

5. Make an appointment with the Gallatin School for academic advisement.

6. Pay balance of tuition and/or housing fees by the stipulated deadlines.

7. Register for classes when notified.
Tuition, Fees and Expenses

Office of the Bursar
New York University
25 West Fourth Street
New York, NY 10012-1119
212-998-2806
www.nyu.edu/bursar

Office of Financial Aid
New York University
25 West Fourth Street
New York, NY 10012-1119
212-998-4444
www.nyu.edu/financial.aid

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2010-2011. The Board of Trustees reserves the right to alter this schedule without notice.

Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and college publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage and technology fee.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. 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.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

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 payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents, are enrolled on a full-time basis and present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

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 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

Full-Time Undergraduate Students

Tuition, 12 to 18 points, per term ........................................... $18,933.00
Nonreturnable registration and services fee, per term .......... $1,108.00

For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $60.00 per point) .......... $1,176.00

Other Students

Tuition, per point ........................................... $1,116.00

Fall term 2010:
nonreturnable registration and services fee,
first point ........................................... $409.00

Fall term 2010:
nonreturnable registration and services fee, per point,
for registration after first point ........................................... $60.00

Spring term 2011:
nonreturnable registration and services fee,
first point ........................................... $422.00
Spring term 2011:
nonreturnable registration
and services fee, per point,
for registration after
first point ............................... $60.00

Students entering in the fall of 2011
should visit the NYU Bursar’s Web site at
www.nyu.edu/bursar/tuition.fees/ for an
up to date listing of the University’s
tuition and fees charges.

Basic Health Insurance Benefit Plan
[2010-2011]
Full-time students automatically
enrolled1,2; all others can select:
Annual ........................................ $1,360.00
Fall term ........................................ $525.00
Spring term ................................... $835.00
(coverage for the spring and summer
terms)
Summer term ................................ $368.00
(only for students who did not register
in the preceding term)

Comprehensive Health Insurance
Benefit Plan International students auto-
matically enrolled1,2; all others can select:
Annual ........................................ $2,132.00
Fall term ........................................ $823.00
Spring term ................................... $1,309.00
(coverage for the spring and summer
terms)
Summer term ................................ $576.00
(only for students who did not register
in the preceding term)

Stu-Dent Plan Dental service through
NYU’s College of Dentistry [2010-2011]
Primary member ................................ $225.00
Partner .......................................... $225.00
Dependent (under age 16) .............. $80.00
Renewal membership .................... $185.00

Special 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
(nonreturnable) .......................... $500.00
Housing deposit (if applicable) upon
acceptance
(nonreturnable) ............................ $300.00
Undergraduate application fee
(nonreturnable) ............................ $65.00
Application fee for admissions for
international students and U.S. citizens
living abroad (nonreturnable) ........... $75.00
Maintenance of matriculation,
per term ................................. $75.00
plus
Nonreturnable registration and
services fee:
Fall term .................................... $349.00
Spring term .................................. $362.00

Special Programs and Sessions
For information on additional expenses
for Gallatin course offerings abroad, con-
sult the Gallatin Office of Global Pro-
grams. For information on additional
expenses for the University’s Winter Ses-
tion 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 inher-
et in 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 points

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1Waiver option available.
2Students automatically enrolled in the
Basic Plan or the Comprehensive Plan can
change between plans or waive the plan
entirely (and show proof of other accept-
able health insurance).
**REFUND PERIOD SCHEDULE**

| Fall and Spring Terms 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 ......... 70% (tuition only)

Withdrawal within the second 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.

The above refund schedule is not applicable to students whose registration remains within the flat-fee range.

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- 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% 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](http://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 website at [www.nyu.edu/bursar/paymentplans](http://www.nyu.edu/bursar/paymentplans) or call 212-998-2806.

**TUITION PAY PLAN**

TuitionPay (formerly called AMS) 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 a family 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/spring TuitionPay Plan. 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 them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar website at [www.nyu.edu/bursar](http://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 72. 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.

The refund period (see schedule at left) 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 72.

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 Winter Session and May Intensive Session, consult the Web site of the Office of the Bursar at [www.nyu.edu/bursar/tuition.fees](http://www.nyu.edu/bursar/tuition.fees). The
Tuition, Fees and Expenses

Processing of refunds takes approximately two weeks.

Exceptions to the published refund schedule are rarely granted; therefore, students are encouraged to purchase tuition insurance. (See Tuition Insurance, below.) 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 credits 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 Satisfactory Academic Progress, page 100.

Tuition Insurance

NYU encourages all students to purchase tuition insurance in case a withdrawal becomes necessary. Please contact A.W.G. Dewar, Inc., Four Battery March Park, Quincy, MA 02169; 617-774-1555; www.tuitionrefundplan.com, for more information.

Financial Aid

Office of Financial Aid
New York University
25 West Fourth Street, 1st Floor
New York, NY 10012-1119
212-998-4444
www.nyu.edu/financial.aid

Office of the Bursar
New York University
25 West Fourth Street
New York, NY 10012-1119
212-998-2806
www.nyu.edu/bursar

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. Detailed information about financial aid is also available on the Office of Financial Aid Web site at www.nyu.edu/financial.aid. A concise summary is also included in the NYU Student’s Guide, available on the Student Resource Center at www.nyu.edu/student_affairs/student_guide.

Many awards are granted purely on the basis of scholastic merit, while others are based on financial need. It is frequently possible to receive a combination of awards based on both. University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

Student Responsibilities

It is the student’s responsibility to supply true, accurate and complete information to the Office of Financial Aid and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants and state-sponsored, prepaid college savings plans.

A student who has received a financial aid award must inform their department and the Office of Financial Aid if he or she subsequently decides to
decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

The programs and courses offered at the Gallatin School are designed for students who attend courses during the day or evening, on a full-time or part-time basis. During the fall and spring semesters, minimum full-time status requires 12 credits of course work per term. Students who register for 11 credits or fewer during these terms are considered part time. Financial aid awards are contingent on a student making satisfactory academic progress toward the degree. Information about full-time and part-time standing and satisfactory progress guidelines is available from the Office of Financial Aid, www.nyu.edu/financial.aid. If the student does not have Internet access, please request this information from the Office of Financial Aid, 25 West Fourth Street; 212-998-4444.

How to Apply
Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is also available on the Internet when using FAFSA on the Web.) The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (the NYU federal code number is 002785).

Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application, available in February, can be obtained from the Financial Aid Web site or the Office of Financial Aid.

Eligibility
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. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 credit points per semester) may be eligible for a Federal Stafford Loan or a Federal PLUS Loan, but they must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants.

Renewal Eligibility. Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements and be in good academic standing.

Satisfactory Academic Progress.
In order to make satisfactory academic progress toward their degree requirements, students must complete an average of 32 credits per academic year (fall, spring and summer semesters) with grades of A, B, C, D, or P (grades of F, I, W and N do not count toward satisfactory academic progress); maintain a
cumulative grade point average of at least 2.0, and not be on probation. In addition, students must complete all degree requirements in four (4) years. Transfer students will be expected to complete degree requirements in less than four (4) years depending on the number of transfer credit points received on entering the University.

Citizenship. In order to be eligible for aid from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens for financial aid purposes if one of the following conditions applies:

1. U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”).
2. Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations: (a) “Refugee,” (b) “Indefinite Parole,” (c) “Humanitarian Parole,” (d) “Asylum Granted,” or (e) “Cuban-Haitian Entrant.”

International Students. International students are generally not eligible for federal or state financial aid. However, several private loan options are available for international students. See the Web site at www.nyu.edu/financial.aid for details.

Withdrawal
Students receiving federal 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 on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

UNIVERSITY-SPONSORED AND -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 based on academic achievement, test scores and, in most cases, financial need.

Scholarships and Grants
Scholarships and grants awarded by the University generally range from $500 to $25,000. In addition, the University has established separate scholarship funds for students in special situations of merit or need. There is no separate application for NYU scholarships. All students are automatically considered for academic (merit-based) and financial need-based scholarships after applying for admission and financial aid. The FAFSA and the admissions application contain all the information needed for scholarship determination.

New York University Merit Scholarships. The University sponsors scholarships for finalists in the annual National Merit Scholarship Program. New York University must be listed as the first choice of schools in order to qualify for New York University Merit Scholarships.

University Scholars. A select number of new freshmen are designated as University Scholars based on their high school records of achievement and service. In addition to the special academic privileges accorded to the scholars, they receive a merit scholarship and additional financial aid, based on need, up to the amount of tuition.

The Catherine B. Reynolds Program in Social Entrepreneurship. The Catherine B. Reynolds Program in Social Entrepreneurship offers 10 undergraduate scholarships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneurial leaders and infrastructure developers and managers with the skills, resources and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The undergraduate scholarship provides up to $40,000 over two years and dedicated curricular and cocurricular activities. Students must submit an application for consideration. For more details, you may visit www.nyu.edu/reynolds.
**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 submit the Free Application for Federal Student Aid (FAFSA).

- **The Anne and Robert Wright Scholarships** are administered by the Gallatin School. They are awarded to selected incoming adult students (25+) who are returning to pursue the B.A. degree. Awards can be granted to both full-time and part-time students. The scholarships are renewable each year based on academic standing and satisfactory progress toward the degree. Admission to the Wright Scholar Program is automatically considered as part of the admission process to the Gallatin School. Applications are not taken separately.

- **The Dean's Scholarships** are small tuition awards administered by the Gallatin School. These scholarships are awarded to students on the basis of financial need and academic merit. Because the funding for these scholarships is limited, awards are made on a first-come, first-served basis. To apply for a Dean's Scholarship, students should complete an Application for Supplemental Scholarship Aid (available on the Gallatin Web site).

- **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 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 Gallatin Research and Conference Fund** is available to any enrolled Gallatin student to cover some of the costs of research or participation in conferences. Applications are available on the Gallatin Web site. Interested students should submit a proposal to the Deans' Office. (See Research and Scholarly Activities, page 21, for more information.)

- **The Dean's Award for Graduating Seniors** is designed to fund research projects pursued immediately after graduation and related to a student’s concentration or colloquium. Students are expected to provide a written report on their activities by the end of the year following their graduation. Applications are available on the Gallatin Web site. Interested students should submit a proposal to the Deans' Office. (See Research and Scholarly Activities, page 21, for more information.)

**Loan Programs**

**Federal Perkins Loan Program.** New York University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid. The University generally awards Perkins Loans to the neediest full-time students only.

Perkins loans are made possible through a combination of resources: an annual allocation from the U.S. Department of Education, a contribution from New York University and repayments by previous borrowers.

The annual interest rate is currently 5 percent, and interest does not accrue while the student remains enrolled at least half-time.
**Part-time Employment**

**Wasserman Center for Career Development.** 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.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

**Resident Assistantships.** Resident assistants reside in the residence halls and are responsible for organizing, implementing and evaluating social and educational activities. Compensation may include room and/or board, and/or a stipend. Applications and further information may be obtained from the Office of Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5582. Telephone 212-998-4311.

**ALL OTHER SOURCES OF AID**

**State Grants**

New York State offers a wide variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package.

**New York State Tuition Assistance Program (TAP).** Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 credit points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost.

Students applying for TAP must do so via a FAFSA application (see earlier “How to Apply” section). Submit the completed application as instructed. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

**Aid for Part-Time Study (APTS).** A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per academic year. The amount of an award is determined by the institution. To be eligible, the student must have filed a FAFSA and demonstrate financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid and must be enrolled for 3 to 11 credit points per term. Applications are available from the Office of Financial Aid or their Web site. The application deadline varies; please consult the Office of Financial Aid.

Additional programs are listed below. For complete information contact the New York Higher Education Services Corporation (HESC) toll-free at 1-888-697-4372, or visit their Web site at www.besc.com.

- World Trade Center Scholarship
- New York State Scholarship for Academic Excellence
- Regents Professional Opportunity Scholarships
- Awards for Children of Veterans (CV)
- Robert C. Byrd Honors Scholarship
- Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- Persian Gulf Veterans Tuition Awards
• Vietnam Veterans Tuition Awards (VVTA)
• State Aid to Native Americans
• AmeriCorps Educational Award
• Volunteer Recruitment Service Scholarship for Volunteer Fire and Ambulance Recruits
• Military Service Recognition Scholarship (MSRS)

States Other Than New York.
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 get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you
should submit it to the New York University Office of Financial Aid in advance of registration.

**Federal Grants and Benefits**

**Pell Grant Program.** The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor's degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

**Federal Academic Competitiveness Grant (ACG).** The Academic Competitiveness Grant (ACG) provides federal assistance to students who are also eligible for a Federal Pell Grant and have financial need. Students must also be U.S. citizens, be enrolled full-time and be in a two- or four-year undergraduate degree program. They must not have previously enrolled in an undergraduate program and must have been in a rigorous high school program or met the standard of rigor via other means as defined by the Department of Education. The amount of the award varies, depending on whether the student is in his or her first or second year. For students receiving the ACG in their first year, they must have graduated from high school after January 1, 2006. For students receiving ACG in their second year, they must have graduated from high school after January 1, 2005. Returning students must have a cumulative GPA of 3.0 or above. Students will automatically be reviewed for ACG eligibility each semester.

**Federal Supplemental Educational Opportunity Grants (SEOG).** These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who qualify are automatically considered for this grant. However, funds for this program are very limited.

**Veterans Benefits.** Various Department of Veterans Affairs programs provide educational benefits for spouses, sons and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college he or she wishes to attend. On meeting the requirements for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.

**All Veterans.** Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor's or master's degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only or for which nonpunitive grades are received.

Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans' benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or with NYU’s Office of the University
Registrar. For more information: Visit www.nyu.edu/registrar/forms-procedures/veterans-benefits.html.

**Yellow Ribbon GI Education Enhancement Program.** NYU is pleased to be participating in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. The program is designed to help students finance, through scholarship assistance, up to 100 percent of their out-of-pocket tuition and fees associated with education programs that may exceed the Post 9/11 GI Bill tuition benefit, which will only pay up to the highest public in-state undergraduate tuition. For details, visit www.nyu.edu/registrar/forms-procedures/veterans-benefits_yellow-ribbon.html?ref=RGHM-VB-BLK.

Beginning in the 2009-2010 academic year, NYU has provided funds toward the tuition of each qualifying veteran who was admitted as a full-time undergraduate, with the VA matching NYU’s tuition contribution for each student.

To be eligible for the Yellow Ribbon benefits, an individual must be entitled to the maximum post-9/11 benefit. An individual may be eligible for the Yellow Ribbon Enhancement if:

- He/She served an aggregate period of active duty after September 10, 2001, of at least 36 months.
- He/She was honorably discharged from active duty for a service-connected disability and had served 30 continuous days after September 10, 2001.
- He/She is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran’s service under the eligibility criteria, as described on the U.S. Department of Veterans Affairs Web site.

The Department of Veterans Affairs is currently accepting applications for the Post-9/11 GI Bill. To qualify for the Yellow Ribbon Enhancement, you must apply to the VA. The VA will then determine your eligibility for the Post-9/11 GI Bill and issue you a Certificate of Eligibility. **Note:** You can apply using the VA Form 22-1990 (PDF), and the form includes the instructions needed to begin the process.

After you are issued your Certificate of Eligibility from the Department of Veterans Affairs, indicating that you qualify for the Yellow Ribbon Program, please contact Clara Fonteboa, at clf1@nyu.edu or 212-998-4823.

The Office of the University Registrar must certify to the Department of Veterans Affairs that the eligible person is enrolled as a full-time undergraduate student in order for the funds to be paid under the Yellow Ribbon Program. For more information, visit www.nyu.edu/registrar/forms-procedures/veterans-benefits.html.

**Scholarships and Grants from Other Organizations**

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations and community and special interest groups. (The NYU Office of Undergraduate Admissions Web site includes some examples of such outside scholarships available to undergraduates that can be used at NYU. Visit admissions.nyu.edu/financial.aid/scholarships.html.)

**Federal Loans**

**Federal Direct Stafford Loan Program.** The Federal Direct Stafford Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 4.50 percent for 2010-2011. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of 0.50 percent will be deducted from the loan funds.

Students may qualify for both subsidized and unsubsidized Stafford loans. The interest on the Federal Direct Subsi-
dized Stafford Loan is paid by the U.S. government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 for graduate students (with no more than $8,500 as the subsidized amount).

For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility. For details about additional unsubsidized amounts available and the maximum aggregate limits for all Stafford loans combined, see our Web site at www. nyu.edu/admissions/financial-aid-and-scholarships/types-of-financial-aid.html

Federal Direct PLUS Loan Program. The PLUS loan enables parents of dependent undergraduate students and qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history. The interest rate is fixed at 7.90 percent. An origination fee of 2.50 percent will be deducted from the loan funds. PLUS loan disbursements are made copayable to NYU and the parent, and funds are applied first to the current year’s outstanding balance on the student’s account.

Private Loans
A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www. nyu.edu/financial.aid/private-php.

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 reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
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 create 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 pursue 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 determined.
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 of these formats, the student displays what he or she has learned through the program in a rigorous, creative and masterful piece of work.

A cornerstone of the Gallatin program is faculty advising. Because a program of individualized study requires faculty consultation and input, students are offered three tiers of advising. The first tier consists of the primary adviser, a faculty member with expertise in the student’s core area of inquiry. At the second tier of advising, Gallatin provides a general program adviser, a Gallatin faculty member who is available to clarify the aims and policies of the M.A. program. The third tier of advising is the thesis reviewer, a Gallatin faculty member who serves as the second reader for the thesis proposal and master’s thesis.

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 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 school, 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 catalogs 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 adviser 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

**SUMMARY OF M.A. DEGREE COMPONENTS**

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>ADDITIONAL STUDY OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td>40 credits*</td>
</tr>
<tr>
<td><strong>Academic Good Standing</strong></td>
<td>A final minimum cumulative grade point average of 3.0</td>
</tr>
<tr>
<td><strong>Residency Requirement</strong></td>
<td>28 credits (must be earned at NYU while enrolled in Gallatin)</td>
</tr>
<tr>
<td><strong>Classroom Credit Requirement</strong></td>
<td>14 credits minimum (excluding graduate core)†</td>
</tr>
<tr>
<td><strong>Graduate Core</strong></td>
<td>14 credits distributed as follows:</td>
</tr>
<tr>
<td>Proseminar</td>
<td>4 credits</td>
</tr>
<tr>
<td>Review of the Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>Master’s Thesis Seminar</td>
<td>4 credits</td>
</tr>
<tr>
<td>Master’s Thesis and Defense</td>
<td>3 credits (completion of a research, artistic, or project thesis)</td>
</tr>
</tbody>
</table>

* Students may not exceed the required number of credits 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 Credits**

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

**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 137.

*Please note:* Academic good standing is not the same as satisfactory academic progress. Satisfactory academic progress refers to the number of credits a student must complete in a given time period to maintain eligibility for financial aid. For more information about satisfactory academic progress, see page 149.

**Residency Requirement**

A minimum of 28 credits must be earned at NYU while the student is enrolled in the Gallatin School.
**Classroom Credit 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 credits in classroom courses and may earn up to 26 credits in classroom courses. Transfer credits and a portion of course equivalency credits 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.

**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 proseminars (The Functions of Art; American Society and Culture in Transition; Text and Performance; or a course in community studies); the Review of the Literature; the Master’s Thesis Seminar; and the Master’s Thesis and Defense. (For more information about these courses, see pages 113-114.)

**Master’s Thesis and Defense**

The culmination of the student’s work at Gallatin is the master’s thesis. For information regarding the thesis requirements, see pages 119-122.

**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 credits may be earned in individualized projects. (The Review of the Literature, a required independent study, is not counted toward these 12 credits.) Students are permitted to earn a maximum of 6 credits in private lessons.

**Transfer and Course Equivalency Credits**

To recognize prior professional or academic accomplishments, Gallatin may grant up to a combined total of 12 transfer and course equivalency credits. These credits must be related to the student’s area of concentration. (For policies regarding transfer credit, see page 143.)

Graduate students may earn course equivalency credits for professional experiences they have had before matriculating in Gallatin. Students may apply for a maximum of 12 course equivalency credits (in combination with transfer credits). Students must submit an extensive portfolio soon after they have completed 12 credits in the M.A. program and before they have completed 20 credits. Course equivalency credits 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 credit, 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 credits, please visit [www.nyu.edu/gallatin/current/ma](http://www.nyu.edu/gallatin/current/ma).

**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.
**ADDITIONAL M.A. PROGRAM INFORMATION**

**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 Faculty Committee on Advisement and Policies. Degree requirements may be completed in no fewer than three semesters.

**Prerequisites**

Gallatin students are required to meet the prerequisites for any courses they take in other schools of the University. These credits may not necessarily be accepted as contributing to the 40-credit 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 for 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. This 1-credit course does not count toward the 40-credit requirement for the M.A. degree. (See page 124 for details regarding Thesis Advisement.)

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**The Curriculum**

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 prosem inar, a graduate core course that is taken in the first or second semester of enrollment, depending on the availability of the prosem inar 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 credits, 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**

**Required Gallatin Graduate Core Courses**

**The Proseminar.** During the first or, at the latest, the second semester of the program, each student enrolls in one of several versions of the prosem inar. 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. These themes may 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. 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 prosem inar helps students think through their own programs of study by broadening their conception of the knowledge and skill they will need to pursue their plans and by encouraging them to clarify their own educational goals. (3) Finally, the prosem inar engages students in some of the academic processes—research, ana-
lytic 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 their thesis and under the tutelage of their adviser, students are required to conduct an independent study in which they find, read and critique 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 simultaneously 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 www.nyu.edu/gallatin/current/ma.

**Master’s Thesis Seminar.** After having completed 25-30 credits 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. *Students planning to enroll in the Master’s Thesis Seminar must gain permission from the instructor.*

**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 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, playwriting, drama and the creative arts. These workshops are taught by successful New York City writers, artists and performers. Examples of recent elective courses include Fiction
Writing, Dramatizing History, Writing for Stage and Screen and Performance Composition.

**Course Offering Abroad: 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 details, see page 155.

**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 credits earned through individualized projects is limited to 12 credits, 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 www.nyu.edu/gallatin/current/ma.

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 credits. Meeting hours correspond to course credits; a 4-credit 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 www.nyu.edu/gallatin/current/ma.

**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 credits. 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 credits. Meeting hours correspond to course credits; a 4-credit 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 www.nyu.edu/gallatin/current/ma.

**Internships** offer Gallatin students an opportunity to learn experientially at
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
Biological Sciences
Chemistry
Cinema Studies
Classics
Comparative Literature
Computer Science
Creative Writing*
East Asian Studies
Economics
English
Environmental Health Sciences
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†
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
Educational Communication and Technology
Educational Leadership
Higher Education/Student Personnel Administration
Applied Psychology
Counseling and Guidance
Counseling for Mental Health and Wellness
Counseling Psychology
Educational 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)†

Nutrition, Food Studies, and Public Health
Community Public Health
Food Studies
Nutrition and Dietetics

Teaching and Learning
Bilingual Education
Early Childhood and Childhood Education
English Education
Environmental Conservation Education
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 credits 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
Entrepreneurship, 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

School of Continuing and Professional Studies

Silver School of Social Work

Tisch School of the Arts

Acting
Art and Public Policy
Cinema Studies
Dance
Design for Stage and Film
Dramatic Writing
Film and Television
Interactive Telecommunications
Moving Image Archiving and Preservation
Musical Theatre Writing
Performance Studies
Tisch Open Arts Curriculum
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.

Global Public Health

* Courses in these 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 credits 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 118, for details.

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 firsthand 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 credit, students are expected to devote at least three hours per week for the entire term; for example, a 4-credit 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 analytical paper. For more information regarding policies, procedures and guidelines for internships, please visit www.nyu.edu/gallatin/current/ma.

Private lessons give students the opportunity to earn academic credit for their studies at performing or visual arts studios in New York City. 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 credits 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 credits 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 credits. In addition, any payment arrangements with the studio or instructor must be made by the student. Graduate students may not take more than 6 credits in private lessons during their studies at Gallatin. For more information regarding policies, procedures and guidelines for private lessons, please visit www.nyu.edu/gallatin/current/ma.

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 credits 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, 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 credits in the undergraduate department of Film and Television, provided the courses are at least at the .1000 level. Specifically, the digit after the decimal must be 1, such as H56.1070. There is no limit to the number of credits students may take at the .2000 level, such as H56.2095. Students may not take courses at the .0000 level, such as H56.0020. 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 pages 131-132). In addition, students may earn credits in a study abroad program with prior approval from the Gallatin Office of Academic Advising. Credits earned through concurrent registration and study abroad are treated much like transfer credits that a student earns before entering Gallatin.

Advising

Advising is a key component of the Gallatin program, and graduate students are offered three tiers of faculty advising. 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 three-tiered advising system.

TIER ONE: PRIMARY ADVISER

When a student is admitted to Gallatin, he or she is assigned a faculty adviser, an NYU professor who best serves the academic interests of the student. The primary adviser works with the student to define goals and 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.

The primary adviser might be a member of the Gallatin faculty or a faculty member in another department of NYU. In either case, the goal is to match the student with a faculty adviser with specific expertise in the core area of inquiry.

TIER TWO: M.A. PROGRAM ADVISER

The second tier of advising supplements the work of the primary adviser. At this level, Gallatin provides a general M.A. program adviser. The program adviser is a Gallatin faculty member who is available to discuss the aims and policies of the program, provide practical advice on requirements and the sequencing of the Gallatin core courses and address any academic concerns that arise. The program adviser may be called on at any time during a student’s studies.

TIER THREE: THESIS REVIEWER

The thesis reviewer (also known as the second reader) is a Gallatin faculty member who serves as the second reviewer for the thesis proposal and master’s thesis and who, in this capacity, will provide a detailed written response. The thesis reviewer will also be present at the thesis defense.

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/or artistic 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 THESSES

The Research Thesis

The research thesis is essentially an extended research paper, approximately 50-125 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 remember 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 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. The methods course 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; and participant-observation techniques for anthropology, sociology, or historiography.

**The Thesis Committee**

The thesis committee provides guidance and feedback during the thesis process and ultimately evaluates the thesis. The thesis committee consists of (1) the adviser; (2) the thesis reviewer (also known as the second reader), who is a Gallatin faculty member; and (3) the third reader, an NYU faculty member who is an expert in the student’s field.

**Review of the Literature (K70.2115)**

Before starting the thesis, students are required to conduct an independent study—usually with their adviser—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 (K70.2225)**

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, students must submit a detailed proposal to the adviser and the thesis reviewer for their approval. While each thesis format (research, artistic and project) requires some variation in the proposal stage, all proposals should contain the following four components: Thesis Statement; Research Methods; Justification and Limitations; and Conclusion.

**Master’s Thesis and Defense (K70.2335)**

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-credit course entitled Master’s Thesis and Defense (K70.2335). This is not a “course” in the traditional sense; it is the credit-block awarded for successful completion of the thesis. Typically, students register for Master’s Thesis and Defense when they have completed 37 of the 40 credits 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-credit course entitled Thesis Advise ment (K70.2340) 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-credit course is not included in the 40-credit 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 credits. Rather, they must enroll in Master's Thesis and Defense or Thesis Advisement (if appropriate).

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 third reader. 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 10 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 to the thesis reviewer and the third reader no less than four weeks before the defense date. 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.

The thesis reviewer generally does not provide feedback before the defense, unless substantial revisions are required, in which case it is likely that the student's defense date may be postponed. The defense date may also be postponed at the discretion of the third reader.

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**

On the appointed date, the student will defend the thesis in a one-and-a-half hour discussion with the three members of the thesis committee. 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 placed in the Gallatin Master's Thesis Library.

**THE MASTER'S THESIS SHOWCASE**

A highlight of the Gallatin M.A. program is the Master's Thesis Showcase, a series of 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 to see how other students have realized their ambitions. All students are also encouraged to participate in the work of organizing the showcase.
Course Offerings

CORE COURSES

Proseminar: American Society and Culture in Transition
K70.2007 Raiken. 4 credits.
For over a half century following World War II, the industrialized Western world experienced unprecedented economic expansion and geopolitical dominance. The cold war epoch, a period of superpower nuclear threat, turned out to be a time of relative global stability. The primary coordinator and beneficiary of the cold war policies was the United States. More recently, the world order has been threatened by new forms of violence; major geopolitical clashes have destabilized the American economy, and conservative forces have reasserted their influence on American society and reigned the Kulturkampf of the past few decades. The world order and American society and culture are in dramatic flux. This seminar provides an interdisciplinary perspective on stability and change in the political, social, economic and cultural dynamics of these new upheavals. We investigate the current trajectories of American society and culture in internal and external conflict. Readings may include selections from current periodicals and theorists such as Max Weber, George Simmel, Thorstein Veblen, Hans Gerth, C. Wright Mills, Dorothy Lee, Barrington Moore Jr. and Arthur J. Vidich; economists such as Amartya Sen, Joseph Stiglitz and Paul Krugman; and cultural theorists such as John Berger.

Proseminar: Text and Performance: Interdisciplinary Approaches to Criticism and Creativity
K70.2013 S. Friedman, Malnig. 4 credits.
This seminar introduces a range of critical perspectives that can be applied to literary, dramatic and cinematic texts as well as a variety of performance forms. Several art forms are interdisciplinary in composition—e.g., intertextual literature and experimental theater—and call our attention to the relationship among the genres. How do these various art forms assume meaning on stage or in study? Many of the questions that we pose to literary and performance texts, whether psychoanalytic, new historicist, or political, suggest that the act of interpretation is creative, interdisciplinary and produced in some way by the cultural situation of the reader/viewer as much as by the formal codes and strategies of the texts in question. While playtext in performance is typically acknowledged to be the blueprint for performative action, new issues arising from such fields as semiotics, feminist theory and cultural studies have questioned where meaning resides in performance.

Globalization: Promises and Discontents
K70.2014 Lukose. 4 credits.
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 explores theories, discourses and experiences of globalization. Running through this course are three central concerns: (1) exploring claims about the “newness” 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 global-
ization 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
K70.2015 Moore. 4 credits.
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 students 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 engage students in understanding some of the dominant paradigms in social thought and approaches to social action. Students are also encouraged to apply these modes of inquiry and practice to their own goals and plans for the graduate program.

Review of the Literature
K70.2115 3 credits.
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
K70.2225 4 credits. 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
K70.2335 3 credits. 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 credits in the M.A. program. This course is required for completion of the master’s degree program.

Thesis Advisement
K70.2340 1 credit. 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 (K70.2335) are required to register for this course each semester until the thesis is successfully defended. Generally, students are not required to register for this course in a summer session unless they are planning on graduating in the following September. This course is not included in the 40-credit requirement for the master’s degree. The special tuition rate for this course is $400 plus a nonrefundable registration and services fee.
ELECTIVE COURSES

Fiction Writing
K80.2555 King, Rinehart, Spain, Nair. 4 credits.
In this workshop, we start with the idea that story matters, and that storytelling is a craft that can be learned. We press on to ask why writing works when it works, why it doesn’t when it doesn’t. With our own work we court failure, knowing artistic triumph is always an eyelash away from disaster. We work like trapeze artists, flinging ourselves and our words high into the air above the ring, flipping and twisting and hoping the reader makes the catch. The workshop is our net; when we fall, we fall to friends. We explore the obsession and how it fuels art. We press on why readers turn pages, and we search for sentences we want our names on. We study mystery, the architectures of successful stories, scene and summary, balance and detail.

Writing for Stage and Screen
K80.2570 Thompson. 4 credits.
This workshop is for writers ready and willing to make the time commitment necessary to produce a well-structured outline and at least the first act of a script (although students are supported and encouraged to write a complete first draft, if possible). We hone our craft through writing exercises and through screenings of film scenes that illustrate aspects of dramatic writing. The majority of our time is spent presenting work and giving as well as receiving feedback (the ability to engage in collaborative discussion and offer useful commentary is an essential professional skill). Additionally, we read and analyze recently produced screenplays to understand structure and how to make the story exciting “on the page.”

Dramatizing History I
K80.2575 Dinwiddie. 4 credits.
This workshop explores the process of converting “facts” into works for stage, film or television. Each student embarks on a journey to bring alive historical documents that hold personal significance—whether it be connected to family, culture, gender, or “race” memory. The step-by-step process of creating a dramatic work based on historical records is examined, and students detail their personal process in both creative and critical terms. The final outcome is a stage play, teleplay or screenplay stepsheet/outline. Readings may include The Art of Dramatic Writing by Lajos Egri, Writing the Short Film by Pat Cooper and Ken Dancyger and The Hero with a Thousand Faces by Joseph Campbell.

Documenting Reality: Film, TV, and Digital Media
K80.2545 staff. 4 credits.
Although documentaries remain a marginal genre, reality has become an increasingly vital part of modern media culture. This course explores how the likes of reality TV, blogging, internet news coverage, gossip and memoirs reorient traditional forms of realism, constructing new relationships between texts, forms, audiences and the real. We will explore realism as a modern construct and interrogate theories of realism in the context of the reality new media presents, examining the value of the real today and its relationship to new forms of screen culture. Although reality has become a devalued term, often linked to escapism, we will explore its potential use for modern politics and political action, whether viral campaigns or the breaking news covered on Twitter or the more “serious” issues raised in some reality television shows.

Human Rights Debates in International Law: Sex, Money and Violence
K80.2725 Nesiah. 4 credits.
This class will look at contemporary human rights debates in international law in relation to broader processes of globalization. It will focus specifically on three different topics as windows into human rights and international law; these include the regulations of (1) sex (from queering human rights to questions of trafficking), (2) money (from the
right to development/economic and social rights to the law and politics of international trade) and (3) violence (human rights and humanitarian law dealing with war). We will examine these interventions to look at what kind of global subjects are constituted in these engagements. While foregrounding the human rights framework, the class will collectively analyze the normative and strategic questions regarding how different approaches negotiate, challenge or legitimate different international actors, institutions and alternative imaginings of the ‘global’. While anchored in issues that are central to current international law scholarship on human rights, the course materials will be interdisciplinary. Course readings are likely to include Anthony Anghie, Janet Halley, Upendra Baxi, Saskia Sassen, Martii Koskenniemi, Saba Mahmood, David Kennedy, Bhupinder Chimini, Katherine Franke, James Gathii, Joe Stiglitz, Nathaniel Berman, Thomas Pogge, Anne Orford and others. The course is open to graduate students; advanced undergraduates are permitted with the permission of the instructor.
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 adviser 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 adviser’s signature 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 adviser 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 winter 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. The front of the form records student information and course selections for the coming term. The interior includes a worksheet to calculate degree progress and a review of registration policies and procedures. Most important, the back includes questions that ask students to describe their short- and long-term goals, their academic interests and areas of concentration and their plan for completing the degree.

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 116-117. For information about taking courses outside of NYU, see External Study, pages 131-132.

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 for registration on Albert. 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 NYU Home at http://home.nyu.edu. 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, www.nyu.edu/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 first week of fall or spring classes are liable for tuition charges whether or not tuition has been paid. For more information about E-Billing, payment options, deadlines for payment and tuition refunds, visit the Office of the Bursar’s Web site at www.nyu.edu/bursar.

Registration Deadlines

Specific registration deadlines for each semester are available on Gallatin’s Web site at www.nyu.edu/gallatin/current/ma.

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, students must come in person to Gallatin’s Office of Student Services to drop a course. Students who wish to drop all of their courses must seek assistance from the Gallatin Office of Academic Advising. 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 wish to drop a course must take action by dropping the course on Albert or by coming in person to Gallatin’s Office of Student Services or Office of Academic Advising for assistance.

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 133-134 and 135. Refunds for dropped courses are subject to the University refund schedule. For more information about dropping courses and refund of tuition, graduate students should refer to page 147.

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 (OISS) at 561 La Guardia Place, 212-998-4720, or www.nyu.edu/oiss before dropping courses.

Drop/Add and “Even Exchange”

If a student drops a course and adds another course of the same credit value during the first three weeks of the fall or spring semester, or by the end of the second calendar day of classes for the six-week summer sessions, this transaction is considered an even exchange and does not result in additional tuition charges (unless there are associated fees attached to the added course). However, after the third week of classes for the fall and spring semesters, or after the second day of classes for the six-week summer sessions, students are charged full per-credit 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.

Albert remains active for ongoing registration activity for the first two weeks of classes during the fall and spring semesters. Once Albert is deactivated for

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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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<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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<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>
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<tr>
<td>13-14 weeks</td>
<td>Last day of the ninth week of the session</td>
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the purposes of registration, students must complete an NYU Change of Program form in person at the Gallatin Office of Student Services.

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 credits of course work per term. Students who register for 11 credits 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 credits 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, www.nyu.edu/financialaid. If the student does not have Internet access, this information may be requested from the Office of Financial Aid, 25 West Fourth Street, 212-998-4444.

Full-time or half-time equivalency may be granted to a student taking fewer than the required number of credits 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 credits needed for the degree, excluding the 3 credits 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 Concurrent Registration, 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 credits 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 credits 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 coursework. For more information about the policies governing international students, contact the Office for International Students and Scholars (OISS) at 561 La Guardia Place, 212-998-4720, or www.nyu.edu/oiss.

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 the student’s program. All such course work must be approved in advance by both the student’s primary adviser and the Gallatin Office of Global Programs. Applications for external study for financial or logistical reasons are not considered appropriate.

External study takes two forms: concurrent registration, in which the student registers part- or full-time at an accredited institution in the United States, and non-NYU study abroad. Concurrent registration typically is limited to situations in which students want to take courses not offered by NYU. Students who are approved to register concurrently for a full fall or spring term at another institution must maintain matriculation at NYU (see Maintaining Matriculation, below). Students who register for courses at NYU while also registering concurrently at another institution will be considered matriculated in NYU and do not need to maintain matriculation. Students do not need to maintain matriculation at NYU during the summer sessions. Students who are approved to participate in a non-NYU study abroad program will have that circumstance noted for them on their transcript; they do not need to maintain matriculation.

Credit earned from external study is considered transfer credit and must adhere to the policies applicable to transfer credit, as follows. Students may not register concurrently for independent studies or internships. Course titles will not appear on the student’s transcript, nor will the grades be included in the grade point average. Only grades of B or better will be accepted for transfer credit, and no credit will be given for a course graded or taken pass/fail. Students will not necessarily receive course-for-course credit; for example, completion of a 3-credit course at another institution may not be the equivalent of a 4-credit course.
at NYU. *Students should be aware that they are limited to earning a maximum of 6 credits through external study, which will be counted toward the 12-credit maximum of transfer and course equivalency credit.*

To apply for external study, a student must submit the External Study Application to Gallatin’s Office of Global Programs. The request should state where the student would like to study, explain why and specify which course(s) he or she plans to take. This request should be accompanied by specific information published by the school or university about the course(s) the student wants to take, including course number, title, description and number of credits.

Upon review by the Office of Global Programs, the student will be informed that his or her request has, has not, or has in part been approved, along with any specific conditions of approval. Once the external study is completed, the student should have the outside institution’s official transcript sent to the Office of Global Programs for evaluation as transfer credit. Upon receipt of the official transcript, the Gallatin School will review courses and grades and, pending approval of the credits, will send notice to the University Registrar.

**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 (K47.4747). 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 145-146 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-credit course that is not included in the 40-credit requirement for the master’s degree. (For more information about Thesis Advisement registration, see pages 121-122, 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, 25 West Fourth Street, 212-998-4444, 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, 726 Broadway, 7th floor, 212-998-4600, for the policies and procedures for obtaining housing.
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 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. 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 seek assistance from the Gallatin Office of Academic Advising. Students who plan to remain enrolled in classes but who wish to drop one or more courses should refer to pages 128-129, Dropping Courses.

Students withdrawing from all of their courses for the semester must follow a formal two-step withdrawal process, which begins with submitting the Semester Withdrawal Form on Albert 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.

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 page 135. Dropping or withdrawing from courses will be subject to the University refund schedule. For more information about dropping courses and refund of tuition, graduate students should refer to page 147.

Students receiving financial aid are expected to maintain satisfactory academic progress toward degree requirements. For more information, see Satisfactory Academic Progress, page 149. 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 130). 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 (OISS) at 561 La Guardia Place, 212-998-4720, or www.nyu.edu/oiss before withdrawing from courses.

XI. PETITIONS AND APPEALS

Students may submit a 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, to the Gallatin Faculty Committee on Advisement and Policies. In any case in which a student wishes to appeal the decision of the committee, he or she may provide further information and request reconsideration of the committee’s decision in a letter of appeal to the associate dean for faculty and academic affairs.

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Last day to withdraw (grade of W) from a course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>Third day of the session</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Sixth day of the session</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Last day of the second week of the session</td>
</tr>
<tr>
<td>4 weeks</td>
<td>First day of the third week of the session</td>
</tr>
<tr>
<td>5 weeks</td>
<td>First day of the fourth week of the session</td>
</tr>
<tr>
<td>6 weeks</td>
<td>Last day of the fourth week of the session</td>
</tr>
<tr>
<td>7 weeks</td>
<td>First day of the fifth week of the session</td>
</tr>
<tr>
<td>8 weeks</td>
<td>Last day of the fifth week of the session</td>
</tr>
<tr>
<td>9-10 weeks</td>
<td>Last day of the sixth week of the session</td>
</tr>
<tr>
<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>
Academic Standards and Graduation

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III. Academic Standing ..................... 137
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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 credit hours completed (quality hours). For example: a student who has completed 8 credits of A (4.0), 4 credits of B (3.0), and 3 credits 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 (credits of A) x 4 (the point value of A), 4 (credits of B) x 3 (the point value of B), and 3 (credits 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 credit hours 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 (pages 137-138) for information on probationary policies.

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 133-134) 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 Satisfactory Academic Progress, page 149, or visit the Web site of the Office of Financial Aid at www.nyu.edu/financial.aid.

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, which will 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 winter course or by the end of the fall term for a spring or summer course). 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 stu-
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GRADES

The following is a list of grades as they appear on students’ academic records and their value in determining the grade point average (GPA):

- **A** = 4.0
- **A-** = 3.7
- **B+** = 3.3
- **B** = 3.0
- **B-** = 2.7
- **C+** = 2.3
- **C** = 2.0
- **C-** = 1.7
- **D+** = 1.3
- **D** = 1.0
- **F** = 0.0 (failing)

In addition, several grades have no value and do not affect the grade point average:

- **P** (passing work in a pass/fail course)
- **I** (incomplete work)
- **W** (withdrawal from course)
- **N** (not counted)
- ******* (no grade submitted)

Students’ 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 Satisfactory Academic Progress, page 149, or visit the Web site of the Office of Financial Aid at www.nyu.edu/financial.aid.

**Pass/Fail Grades (PIF)**

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 your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by e-mail.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

**Writing a Request Letter:** A request letter must include all of the following information:

- University ID Number
- Current name and any other name under which you attend/attended NYU
- Current address
- Date of birth
- School of the University you attend/attended and for which you are requesting the transcript
- Dates of attendance
- Date of graduation
- Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.
Unofficial transcripts are available on Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYU Home at http://home.nyu.edu.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

Students are able to access their grades at the end of each semester via Albert.

**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 “Enrollment Certification” 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). This feature is available for students in all schools except the School of Law.

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, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request. If you wish to confirm receipt of your request, please contact our office at 212-998-4280, and a representative will assist you. Currently, we are not accepting requests for certification by e-mail.

**III. ACADEMIC STANDARDS**

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 credits 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 credits 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 credits 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

Students are expected to maintain the highest standard of academic integrity. Cheating and plagiarism are serious matters and will result in disciplinary action.

Offenses

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations and established practices of the University and the School. The following offenses may be subject to disciplinary charges by the Gallatin Faculty Committee on Advisement and Policies: cheating, plagiarism and the forgery of academic documents; deliberate destruction, theft, or unauthorized use of laboratory data, research materials, computer resources, or University property; disruption of an academic event; actual or threatened violence or sexual harassment.
Process
The Gallatin faculty adopted a new set of discipline policies and procedures in October 1999, establishing the Committee on Student Discipline, which oversees the handling of infractions of the rules. The policies encourage an informal resolution of charges whenever possible but describe the process by which the committee will investigate, hear and resolve cases when that approach is unsuccessful. Refer to Student Discipline Rules of the Gallatin School of Individualized Study (available in the Deans’ Office) for details.

Penalties
The Deans’ Office or the Gallatin Faculty Committee on Advisement and Policies may impose the following penalties:

1. Censure. Written reprimand for violation of a specified regulation, including the possibility of a more severe disciplinary action in the event of a subsequent violation of any University regulation within a period of time stated in the letter of reprimand.

2. Disciplinary Probation. Suspension of privileges or exclusion from participating in extracurricular University activities as set forth in the letter of disciplinary probation for a specified period of time.

3. Suspension. Exclusion from classes as well as suspension of privileges and exclusion from other activities as set forth in the letter of suspension for a specified period of time.

4. Dismissal. Termination of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the letter of dismissal.

If, as a result of any disciplinary action, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard refund schedule.

Students may appeal any disciplinary action by submitting a written request to the dean, who will promptly appoint an ad hoc grievance committee. The committee’s decision is final.

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 (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps and rubella (German measles) prior to registration. Students
born before January 1, 1957, are exempt. New students should complete the MMR section of the Student Health History form. Continuing students should complete and submit a Student Immunization Record form (PDF), available at www.nyu.edu/shc/pdfs/student_immunization_record.pdf.

New York State Public Health Law (NYS PHL) 2167 requires that all students registered for 6 or more credits submit a Meningitis Vaccination Response form as formal confirmation of their decision as to whether or not to be immunized with the meningococcal (meningitis) vaccine. New students should complete the Meningitis Vaccination Response section of the Student Health History form. Continuing students should complete and submit a Meningitis Vaccination Response form (PDF), available at www.nyu.edu/shc/pdfs/meningitis_response.pdf.

Failure to comply with state immunization laws will prevent NYU students from registering for classes. In addition to these requirements, the NYU Student Health Center recommends that students also consider hepatitis B and varicella immunizations. Students should discuss immunization options with their primary care provider.

**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 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 pages 143. See also Office for International Students and Scholars, page 169.

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 at www.nyu.edu/gallatin/prospective/ma.

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 weekends, 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 www.nyu.edu/gallatin/prospective/ma)

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** Reynolds Fellowship
  for Social Entrepreneurship Application Deadline
  (Please note: A separate application is required for the Reynolds Fellowship. Visit [www.nyu.edu/reynolds](http://www.nyu.edu/reynolds) for details and application.)

- **January 15** Fall International Student Deadline

- **March 1** Fall Deadline

**Spring Term**

**November 1**

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**

The financial aid application should be submitted at approximately the same time as the Application for Admission. After the admission decision has been made and the appropriate financial aid applications are received by the Office of Financial Aid, a request for financial aid is considered.

All students applying for any federal financial aid must file 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. We recommend that students apply electronically via the NYU Web site at [www.nyu.edu/financial.aid](http://www.nyu.edu/financial.aid). 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.nyu.edu/financial.aid/tap.html](http://www.nyu.edu/financial.aid/tap.html). 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.

**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. To apply for on-campus housing, students should check the appropriate space on the Application for Admission. For additional information, see page 169.

**Off-Campus Housing**

The Office of Off-Campus Housing assists students in their search for information about non-University housing options. For more information, see page 169. Admitted students may visit the office’s Web site at [www.nyu.edu/life/living-at-nyu/off-campus-living.html](http://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. University policy dictates that credits 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, available on the Gallatin Web site at [www.nyu.edu/gallatin](http://www.nyu.edu/gallatin), within the first year of matriculation.

Graduate Course Credit

For graduates of Gallatin’s B.A. program, 6 credits earned in graduate-level courses may be applied toward the Gallatin School M.A. program as transfer credit, providing that the credits 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](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 at [www.nyu.edu/gallatin](http://www.nyu.edu/gallatin). 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*
Tuition, Fees and Expenses

Office of the Bursar
New York University
25 West Fourth Street
New York, NY 10012-1119
212-998-2806
www.nyu.edu/bursar

Office of Financial Aid
New York University
25 West Fourth Street
New York, NY 10012-1119
212-998-4444
www.nyu.edu/financial.aid

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 2010-2011. 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.

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 ….$1,271.00

Fall term 2010
Nonreturnable registration and services fee, first point ….$409.00
Nonreturnable registration and services fee, per point, for registration after first point ….$60.00

Spring term 2011
Nonreturnable registration and services fee, first point ….$422.00
Nonreturnable registration and services fee, per point, for registration after first point ….$60.00

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

Students entering in the fall of 2011 should visit the NYU Bursar’s Web site at 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 [2010-2011]
Full-time students automatically enrolled1,2; all others can select:
Annual ….$1,360.00
Fall term ….$525.00
Spring term ….$835.00
(coverage for the spring and summer terms)
Summer term ….$368.00
(only for students who did not register in the preceding term)

Comprehensive Health Insurance Benefit Plan
International students automatically enrolled1,2; all others can select:
Annual ….$2,132.00
Fall term ….$823.00
Spring term ….$1,309.00
(coverage for the spring and summer terms)
Summer term ….$576.00
(only for students who did not register in the preceding term)

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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).
**Stu-Dent Plan**
Dental service through NYU’s College of Dentistry [2010-2011]

Primary member .................................. $225.00
Partner ........................................... $225.00
Dependent (under age 16) ...................... $80.00
Renewal membership ........................... $185.00

**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
Maintenance of matriculation per term .......... $75.00

plus

Nonreturnable registration and services fee:
Fall term ........................................ $349.00
Spring term ...................................... $362.00
Thesis Advisement (special tuition rate) per term ........................... $400.00

plus

Nonreturnable registration and services fee:
Fall term ........................................ $409.00
Spring term ...................................... $422.00

**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 Winter 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 points
• 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 (formerly called AMS) 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 a family 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
REFUND PERIOD SCHEDULE

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.

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/spring TuitionPay Plan. 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 them. 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 128.

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 at left) 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 128.

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 Winter 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; therefore, students are encouraged to purchase tuition insurance. (See Tuition Insurance, below.) 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 credits 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 Satisfactory Academic Progress, page 149.
Financial Aid

Office of Financial Aid
New York University
25 West Fourth Street
New York, NY 10012-1119
212-998-4444
www.nyu.edu/financial.aid

Office of the Bursar
New York University
25 West Fourth Street
New York, NY 10012-1119
212-998-2806
www.nyu.edu/bursar

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. Detailed information about financial aid is also available on the Office of Financial Aid Website at www.nyu.edu/financial.aid. A concise summary is also included in the NYU Student’s Guide, available on the Student Resource Center at www.nyu.edu/student.affairs/student.guide.

Many awards are granted purely on the basis of scholastic merit, while others are based on financial need. It is frequently possible to receive a combination of awards based on both. Gallatin scholarships or University fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

Student Responsibilities

It is the student’s responsibility to supply true, accurate and complete information to the Office of Financial Aid and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants and state-sponsored, prepaid college savings plans.

A student who has received a financial aid award must inform their department and the Office of Financial Aid if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

The programs and courses offered at the Gallatin School are designed for students who attend courses during the day or evening, on a full-time or part-time basis. During the fall and spring semesters, minimum full-time status requires 12 credits of coursework per term. Students who register for 11 credits 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 credits 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, www.nyu.edu/financial.aid. If the student does not have Internet access, please request this information from the Office of Financial Aid, 25 West Fourth Street; 212-998-4444.

How to Apply

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is also available on the Internet when using FAFSA on the Web.) The FAFSA (available online at www.fafsa.ed.gov is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (the NYU federal code number is 002785).

Graduate students should consult the Financial Aid website or their
department for financial aid application deadlines.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application, available in February, can be obtained from the Financial Aid Web site or the Office of Financial Aid.

**Eligibility**

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. Students in certain certificate or diploma programs may also be eligible for consideration. Gallatin awards financial aid to both full-time and part-time students. Full-time students are those who are enrolled for a minimum of 12 credits; part-time students are those who are enrolled for fewer than 12 credits. To be eligible for financial assistance, a student must be enrolled for a minimum of 6 credits.

**Renewal Eligibility.** Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements and be in good academic standing.

**Satisfactory Academic Progress.** Each year a student’s current New York University transcript is reviewed to verify that the student is in good academic standing and making normal progress toward the completion of his or her degree requirements. “Good standing” means that a student is maintaining a minimum grade point average (GPA) of 3.0 on a 4.0 scale, is earning a passing grade in a minimum of 80 percent of the courses in which he or she is enrolled, is not on probation and has resolved the status of any unsatisfactory grades (e.g., “incomplete,” “no grade,” etc.). Normal progress requires completing all courses registered for and progressing toward a degree at a level that compares favorably with other registrants working toward the Master of Arts degree at Gallatin. Generally, full-time students register for and complete 12 credit points per semester, completing the master’s degree in two years. The maximum time for completion of degree requirements is six years. NYU may require that incomplete courses (IPs) be completed and verification of grades provided before finalizing an aid decision.

**Citizenship.** In order to be eligible for aid from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens for financial aid purposes if one of the following conditions applies:

1. U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”).

2. Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations: (a) “Refugee,” (b) “Indefinite Parole,” (c) “Humanitarian Parole,” (d) “Asylum Granted,” or (e) “Cuban-Haitian Entrant.”

**International Students.** International students are generally not eligible for federal or state financial aid. However, private loan options may be available for international students. See the Web site at www.nyu.edu/financial.aid for details.

**UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS**

In most cases, the following awards are made on a competitive basis, based on the student’s record of academic achievement as well as financial need. Please note: scholarship awards can only be applied to a maximum of 40 credits of study, which is the required number of credits for the M.A. degree.

**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 check “Yes” in item number 4C of 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 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 an Application for Supplemental Scholarship Aid (available on the Gallatin Web site).

• **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 Siff Grants** are made to graduate students working on or presenting an artistic thesis to cover some of the expenses of the performance. Proposals for reimbursement of expenses should be submitted to the Interdisciplinary Arts Program.

• **The Gallatin Research and Conference Fund** is available to any enrolled Gallatin student to cover some of the costs of research or participation in conferences. Applications are available on the Gallatin Web site. Interested students should submit a proposal to the Deans’ Office. (See Research and Scholarly Activities, page 21, for more information.)

**The Catherine B. Reynolds Foundation Program in Social Entrepreneurship**

The Catherine B. Reynolds Foundation Program in Social Entrepreneurship offers 20 graduate fellowships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneurial leaders and infrastructure developers and managers with the skills, resources and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The graduate fellowship provides up to $50,000 over two years and dedicated curricular and cocurricular activities. *Please note:* Students must submit an application for consideration. For more details, visit [www.nyu.edu/reynolds](http://www.nyu.edu/reynolds).

**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 European and Mediterranean Studies**

Dutch, Finnish, French, German, Greek, Irish, Italian, Norwegian, Portuguese (study of/in Portugal only), Spanish (study of/in Spain only) and Swedish: [www.nyu.edu/gsas/dept/europe](http://www.nyu.edu/gsas/dept/europe).

**Center for Latin American and Caribbean Studies**

Portuguese (Brazil only) and Spanish (not Spain): [www.clacs.as.nyu.edu/page/home](http://www.clacs.as.nyu.edu/page/home).

**Hagop Kevorkian Center**

Arabic, Hebrew, Persian, Turkish and Urdu: [www.nyu.edu/gsas/program/neareast](http://www.nyu.edu/gsas/program/neareast).
Part-Time Employment

Wasserman Center for Career Development. Many 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.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730. See also page 168.

Graduate assistantships are available in some schools. For more information about graduate assistantships, including job posting information, see the Graduate Student Resource Web site at www.nyu.edu/src/grad.life/gradlinksandresources.html. Note: A graduate assistantship may affect eligibility for some forms of financial aid.

Please contact the Office of Financial Aid if your award letter 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 may include room and/or board, and/or a stipend. Applications and further information may be obtained from the Office of Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5582. Telephone 212-998-4311.

NYU America Reads/America Counts. America Reads/America Counts is the largest program of its kind in the nation and provides an excellent opportunity for graduate students to earn money while working in a rewarding job. Working under the supervision of classroom teachers, NYU students help schoolchildren acquire literacy and/or mathematical skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience but must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours. Tutors must have a Federal Work-Study allotment determined on the basis of the FAFSA in order to participate in the program. For more information, visit www.steinhardt.nyu.edu/americareads.

ALL OTHER SOURCES OF AID

State Grants

New York State offers a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package.

New York State Tuition Assistance Program (TAP). Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 credit points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost.

Students applying for TAP must do so via the FAFSA (see How to Apply, pages 172-73). Submit the completed application as instructed. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html and www.nyu.edu/bursar/loans.awards/tap.html.

Additional programs are listed below. For complete information, contact the New York State Higher Education Services Corporation (HESC) toll-free at 888-697-4372, or visit its Web site at www.besc.com.

• World Trade Center Scholarship
• Regents Health Care Scholarships for Medicine or Dentistry
• Regents Professional Opportunity Scholarships
• Awards for Children of Veterans (CV)
• Persian Gulf Veterans Tuition Awards
• Vietnam Veterans Tuition Awards (VVTA)
• AmeriCorps Educational Award

**States Other Than New York.**
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 800-433-3243 to get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

**Federal Benefits**

**Veterans’ Benefits.** Various Department of Veterans Affairs programs provide educational benefits for spouses, sons and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college he or she wishes to attend. On meeting the requirements for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.

**All Veterans.** Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor’s or master’s degree) authorized by Veterans Affairs with the minimum number of credits required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic
requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or with NYU’s Office of the University Registrar.

**Scholarships and Grants from Other Organizations**

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations and community and special interest groups. Visit admissions.nyu.edu/financial.aid/scholarships.html for links to free scholarship search services.

**Federal Loans**

**Federal Direct Stafford Loan Program.** The Federal Direct Stafford Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 4.50 percent for 2010-2011. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of 0.50 percent will be deducted from the loan funds.

Students may qualify for both subsidized and unsubsidized Stafford loans. The interest on the Federal Direct Subsidized Stafford Loan is paid by the U.S. government while the student is in school and remains enrolled at least halftime. The Federal Direct Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford loans are based strictly on financial need. A graduate student may borrow up to $20,500 (with no more than $8,500 as the subsidized amount).

**Federal Direct PLUS Loan Program.** The PLUS loan enables parents of qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history. The interest rate is fixed at 7.90 percent. An origination fee of 2.50 percent will be deducted from the loan funds. PLUS loan disbursements are made copayable to NYU and the parent, and funds are applied first to the current year’s outstanding balance on the student’s account.

**Private Loans**

A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www.nyu.edu/financial.aid/private-php.

**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 reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
NYU is an international leader in global learning, typically sending more students abroad each year than any other university in the United States. Having founded its first international academic center (NYU in Madrid) in 1958, the University now operates 10 comprehensive global campuses outside New York. Gallatin students study at all of them, immersing themselves in new cultures and often learning new languages in order to enhance their concentrations, prepare for graduate school and develop skills sought by employers. Gallatin students may take advantage of several forms of global learning. Whether they spend three weeks in India as part of a Gallatin travel course or an entire semester in Paris studying French literary movements, Gallatin students return to Washington Square with expanded academic and cultural horizons. Eligible Gallatin students may participate in the following study abroad opportunities.

GALLATIN TRAVEL COURSES
In keeping with Gallatin’s interdisciplinary, individualized philosophy, these two- to four-week study abroad courses are small discussion-based seminars with Gallatin faculty that are designed to provide a unique and in-depth exploration of a particular cultural or historical topic found within a foreign country or region. Students experience each location hands-on through visits to museums, galleries and historical sites and through meetings with local artists, intellectuals and political figures. Each year, Gallatin offers one or more of the following travel courses in the summer or winter intersession:

Africa and the Politics of Aid
K55.9800 Polyné, Adkins. 4 credits.

Berlin: Capital of Modernity
K55.9500 Hornick, Smoler. 4 credits.

Culture, Art, and Politics in 21st-Century Buenos Aires
K55.9400 Dinwiddie, McMeley. 4 credits.

Culture, Development and Globalization in India
K55.9700 Lukose. 4 credits.

Istanbul: Mapping the Past in the Present
K55.9750 Franks. 4 credits.

Italian Renaissance Art and Literature: The Culture Explosion
K95.2060 Mirabella, Nelson. 4 credits.

NYU STUDY ABROAD AND INTERNATIONAL EXCHANGE
NYU offers students the opportunity to study abroad throughout the year (fall, spring, academic year, and winter and summer session) at programs managed by the University in some of the world’s most exciting cities. In addition, NYU has 15 partner institutions that allow students to enroll directly for a semester or year as a visiting student.
For more information about NYU Study Abroad or International Exchange, contact

NYU Office of Global Programs
110 East 14th Street
New York, NY 10003-4170
Telephone: 212-998-4433
www.nyu.edu/studyabroad
www.nyu.edu/global/exchange

NYU Academic Centers

NYU study abroad programs combine a world-renowned faculty, fully staffed sites and academic centers that enable students to take advantage of the best that each city has to offer. Gallatin seminars are offered at multiple NYU sites. Community service with a wide range of organizations figures in prominently in many study abroad programs. Housing is guaranteed.

NYU in Berlin. Berlin, the capital of Germany, thrives as a cultural hub that draws respected intellectuals, underground artists and offbeat musicians from around the world. While this cosmopolitan city holds a vital place in modern European history, it also symbolizes continued political and economic progress. The academic center, located in a recently restored building in the popular Prenzlauer Berg neighborhood, offers NYU courses taught in English by some of the most influential thinkers, talented artists and accomplished scholars. Courses include art, European Studies, history, politics and sociology. Students live in apartments in central Berlin.

NYU in Buenos Aires. NYU in Buenos Aires offers an exceptional opportunity to learn about the history and culture of Latin America while taking part in the lively activities of the day-to-day life of Argentina’s capital city. After a decade of economic and political challenges, Argentina is experiencing renewed growth and prosperity. With its distinct European style, Buenos Aires, birthplace of the tango, is one of the largest port cities in the world and is
considered the financial and cultural center of Argentina. Latin American studies courses and language courses are taught in English and Spanish by accomplished NYU professors and some of Argentina’s best scholars and most influential professionals. Students live in homestays and residences in central Buenos Aires.

**NYU in Florence.** NYU in Florence is situated at La Pietra, a 57-acre estate of five villas and rolling gardens that is located just north of the historic city center. The villas house modern classrooms, computer labs, a café and an art studio, among other facilities. The centerpiece of the campus is Villa La Pietra, which contains a Renaissance art collection and historic gardens; appreciation of this important historical site is facilitated through classes and guided tours. Courses are available in English and Italian at the NYU Center and in Italian at the University of Florence. Academic areas include business, classics, communications, economics, fine arts, history, literature, medieval and Renaissance studies, photography, politics, psychology, sociology and studio art. Students live in apartments, residences, or homestays.

**NYU in Ghana.** NYU in Ghana provides students with access to the major cultural and educational institutions of this vibrant nation in its capital city, Accra. Through classes at the NYU Center and at our partner institutions—Ashesi University and the University of Ghana (Legon)—students explore computer science, economics, film, history, journalism, performing arts and studio art, among other disciplines. They also study topics covering the Ghanaian region as a whole, including issues of economic and political integration. In addition to classroom facilities, the NYU academic center in Accra has wireless Internet access and student lounges, while nearby student housing is furnished with full kitchens and large common spaces.

**NYU in London.** London offers students the enormous diversity of a big city, the splendor of the great monuments of royal London, the elegance of Regent Street and the formal gardens and magnificent parks for which the city is famous. Facilities at the NYU Center in London are located on Bedford Square near the British Museum and include classrooms, a lounge and computer labs. Specialized curricular offerings include Africana studies, business, economics, journalism, fine arts and prehealth. Additional courses are available in such varied disciplines as communications, English, history, philosophy, politics, psychology and sociology. Student residences are located in the Bloomsbury area of London, a short walk away from the academic center.

**NYU in Madrid.** Madrid is one of the great modern capitals of Europe, renowned for its museums, nightlife, cafés and restaurants. The NYU Center in Madrid, located in a newly renovated facility in the residential neighborhood of El Viso, houses classrooms, a library, computer labs and a patio. The program offers an undergraduate curriculum focused in language and civilization with courses offered in English and Spanish in history, culture and society. Qualified advanced language students may also take courses at the Universidad Autónoma de Madrid. An intensive language acquisition program is available for students at the beginner level. Students live in apartments and homestays.

**NYU in Paris.** Paris, one of the most exhilarating and culturally rich cities in the world, is an exciting setting for study abroad. The NYU Center in Paris, located on the Right Bank, just across the river from the Eiffel Tower, houses classrooms, a lecture hall, a library, computer facilities, a lounge and a garden. Courses in language, literature, fine arts and history are offered in English or French at the NYU Center, with additional course work offered at the University of Paris and Sciences Po. Students live in apartments and homestays.

**NYU in Prague.** Prague, the hundred-spired heart of historic Bohemia and the capital of the modern Czech Republic, is the cultural and intellectual center of the nation. The NYU Center is situated at Male Namesti in a 15th-century building only steps away from the historic Old Town Square. Facilities include classrooms, an English language
reference library and a modern computer lab. Students have the option to enroll in language courses in Czech, German, Polish or Russian. Academic courses, which are taught in English, are available in areas including anthropology, business, communications, economics, European studies, fine arts, Hebrew and Judaic studies, history, journalism, literature, music, politics and sociology. Students are housed in residential neighborhoods in apartments and residences.

NYU in Shanghai. Known for its economic prowess and long history of foreign influence, China is one of the world’s fastest-growing economies. Shanghai, a busy metropolis within this diverse country, is the perfect locale for an NYU study abroad program. NYU in Shanghai is associated with a leading university, East China Normal University (ECNU), located in the city center, where classroom and residence hall space are located. Students enroll in language courses at ECNU while taking content courses instructed in English by leading researchers, artists, academics and professionals in art, business, communications, economics, fine arts, history, journalism and politics.

NYU in Tel Aviv. Situated on the Mediterranean coast, Tel Aviv is the cultural, financial and technological hub of Israel—at once ancient and modern, Mediterranean and Middle Eastern. A stroll along the beachfront promenade reveals an exciting mix of cultures. NYU in Tel Aviv is designed to provide students with an objective understanding of the Middle East and the interrelationships between cultures, political movements and religious traditions. The program is particularly well suited for studying economics, journalism, media, politics, prelaw and the social sciences. To support exploration of the region, students are required to study either Hebrew or Arabic. To guide these academic explorations, NYU in Tel Aviv has a dedicated faculty that includes scholars, statesmen, artists and public intellectuals.

NYU Summer Study Abroad
NYU offers summer study abroad opportunities in more than 25 international locations. Offered through six of the NYU schools at both the undergraduate and graduate levels, the programs may be of general academic interest or may focus on a particular subject. The programs last from three to six weeks and participants earn NYU credit. Summer study abroad programs are typically offered at the NYU Academic Centers as well as Amsterdam, Athens, Beijing, Cape Town, Dublin, Geneva, Nice, Venice and other international sites.

NYU International Exchange
NYU students have the opportunity to study at one of the University’s partner institutions by participating in a student exchange. The International Exchange Program enables students to study at 16 institutions—all distinguished research universities—while retaining matriculation at NYU and earning NYU credit. While on an approved exchange, students pay NYU tuition and retain their financial aid package, including grants and scholarships. Many universities offer course work in English, while others require advanced knowledge of a foreign language. To attend, students must submit a formal application after consulting with their academic adviser.

Current exchange partners are the University of Amsterdam; Universidade Federal de Minas Gerais in Belo Horizonte, Brazil; Humboldt and Freie universities in Berlin; the University of Bonn; Copenhagen University; Trinity College Dublin; Royal Holloway at Egham in Surrey, England; European University Institute in Florence (graduate students only); Universidade Federal de Santa Catarina in Florianópolis, Brazil; Nagoya University in Japan; Pontificia Universidad Católica de Chile; the Ewha Womans University (co-ed) and Yonsei University in Seoul, Korea; Stockholm University; and the University of Vienna.
NON-NYU STUDY ABROAD

With prior approval, students may select a study abroad program offered by an accredited American or overseas institution other than NYU. Approval for the course of study must be obtained in advance and the credit awarded is counted as transfer credit. Undergraduate students should be aware that the final 32 credits toward the degree should be completed at NYU, although this may occur at an NYU academic center abroad.

A student interested in participating in a non-NYU study abroad program should meet first with the director of global programs in the Gallatin School to ascertain whether credits from the program would be transferable to NYU. The student will need to provide a written description of the prospective program and courses. If the director of global programs approves, the student should then complete an Application for External Study, have it signed by his or her primary adviser and return it to the director of global programs. Once the director receives the signed application, Gallatin's Office of Student Services will register the student for non-NYU study abroad. After successfully completing the non-NYU study abroad program, the student should have the transcript sent directly to Attn.: Director of Global Programs, Gallatin School of Individualized Study, New York University, 1 Washington Place, 6th Fl, New York, NY 10003-6806.
Gallatin Student Life and Resources

Gallatin’s Office of Student Life seeks to enhance student life and build community within the School. It assists students in achieving their personal, academic and career goals by providing numerous programs, services and opportunities. 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, which are as diverse and individualized as Gallatin students’ plans of study. In addition, Student Life staff members support students in developing projects or cosponsoring activities, or they may direct students to further resources within Gallatin and NYU. For more information, visit www.nyu.edu/gallatin or e-mail gallatin.studentlife@nyu.edu.

STUDENT LIFE PROGRAMMING

The Gallatin Community Coffee House Series furnishes a space for Gallatin students, faculty, alumni and community members to discuss a charged topic in an unconventional manner. These events allow the Gallatin community to dissect an important issue outside of the classroom by incorporating multiple perspectives, which offer a more holistic view of the topic at hand.

DineALOGUE provides Gallatin students with an opportunity to dialogue with other students, faculty and external guests on a topic preselected by the host. Any member of the Gallatin community may host and submit a proposal for a DineALOGUE. Unlike a Coffee House, this is a small group and completely student driven.

The Intergroup Dialogue Program is a collaboration between the Center for Multicultural Education and Programs and the Steinhardt School of Culture, Education, and Human Development. This nationally recognized program, which is open to Gallatin students, brings together small groups of students from diverse backgrounds to share their experiences and gain new knowledge related to diversity and social justice. The program is offered as an 8-week, 1-credit course.

Student Start-Ups give Gallatin Students the opportunity to initiate a student life event for the Gallatin community. While this program is grounded in student initiative, the Office of Student Life provides the advisement, funding and resources to assist students in turning their ideas into reality.

In addition to these programs, the Office of Student Life facilitates other programs regarding wellness, community service and exploring the sights and activities of New York City. These programs provide students with the opportunity to relax during busy times, expose students to cultural events and happenings within New York City and provide service to NYU and the surrounding community.
**CLUB LIFE**

Gallatin is home to 16 School clubs, which meet under the auspices of the Gallatin Student Council and are further supported by the Gallatin Office of Student Life. Some of these clubs include Dancers Choreographers Alliance, the Alternative Business Club, Gallatin Photography Club (gPhoto), Gallatin Theater Troupe, Gallatone, NYU Journal of Global Affairs, Students of Color Alliance (SOCA), the Gallatin Rag and the Gallatin Coloring Club. Gallatin Student Life staff members provide club administration and advisement, organize a biannual Club Life Retreat and plan the biannual Gallatin School Club Fair.

**The Gallatin Student Council** plans special activities, such as informal social gatherings for students and faculty, charitable events and open meetings, to discuss the issues or concerns of the student body. Gallatin students elect representatives to serve on the Student Council, and these representatives serve on a full range of Gallatin administrative and faculty committees. A Gallatin School student council representative also serves on the University Senate. The Gallatin Student Council maintains a vibrant Web site, which includes information about elections, links to Gallatin clubs and an online student forum. Visit www.gallatinstudent.com or call 212-998-7356.

*The Gallatin Review* is published once a year by the Gallatin Writing Program. The journal consists of art, poetry, fiction, essays and drama written by Gallatin students. *The Gallatin Review* is produced by a student editorial committee under the supervision of a Writing Program faculty member.

**SPECIAL EVENTS**

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.

Gallatin celebrates **Black History Month** each February with a series of programs addressing a specific theme. Events may include panel discussions, musical performances, brown-bag lunches with faculty and film screenings. Students play a major role in developing Black History Month programming each year, and events are frequently cosponsored with Gallatin and University clubs as well as with NYU’s Center for Multicultural Education and Programs.

**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 Lounges**
The Gallatin School has a student lounge on its ground floor. Students also congregate at many other locations throughout the building, in addition to student lounges around the University.

**Student Activities Suite**
A Student Activities Suite is located in Room 522 at the Gallatin School. Student clubs can reserve this space to hold a variety of meetings and programs. The space is also used as a lounge for students when it is not reserved.

**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 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) is described under Crossing Curricular Boundaries (page 20). 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 daylong 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.

Members of the Albert Gallatin Scholars Program, the Dean’s Honor Society and Americas Scholars are required to participate in civic engagement projects throughout the academic year. For information about these groups, see Research and Scholarly Activities (page 21).

Students interested in initiating a community service activity may seek support from the Gallatin Office of Student Life by contacting Samantha Shapses, assistant director of student life, 212-992-9823, or 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.
Both resident and commuting students find a rich collection of activities to pursue outside the classroom at New York University. There are more than 250 University-wide activities and organizations, including academic, literary, political, religious, social and ethnic groups; student government; publications; a radio station; and University and community service organizations. Nearly every day or evening, there is a planned activity sponsored by the NYU Program Board. There are film festivals, major music concerts (jazz, bluegrass, classical and folk music are all performed) and a distinguished lecture series. Individual colleges and departments at the University also conduct their own special interest activities.

**STUDENT ACTIVITIES**

**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](http://www.nyu.edu/src)

**Center for Student Activities, Leadership, and Service**
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: osa@nyu.edu
Web site: [www.osa.nyu.edu](http://www.osa.nyu.edu)

**Program Board**
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
E-mail: program.board@nyu.edu
Web site: [www.osa.nyu.edu/pb.html](http://www.osa.nyu.edu/pb.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](http://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](http://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](http://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

CAREER SERVICES
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
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 Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: university.counseling@nyu.edu
Web site: www.nyu.edu/counseling

DINING
NYU Campus Dining Services
Telephone: 212-995-3030
Web site: www.nyu.dining.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)
Web site: www.nyu.edu/csd

HEALTH
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/999
Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/sbc
Counseling (see Counseling and Behavioral Health 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 response coordinator.
Immunizations
Telephone: 212-443-1199
Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/sbc/about/insurance.html
Pharmacy Services
Telephone: 212-443-1050
Web site: www.nyu.edu/sbc/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
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

Department of Residential Life
726 Broadway, 7th Floor
Telephone: 212-998-4311
Web site: www.nyu.edu/residential.education

INTERNATIONAL STUDENTS AND SCHOLARS

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

American Language Institute
48 Cooper Square, Room 200
Telephone: 212-998-7040
E-mail: ali@nyu.edu
Web site: www.scp.nyu.edu

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS

Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@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
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
Web site: washingtonsquarecatholic.org

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

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministrynyu.com

Hindu Students Council
Web site: www.nyu.edu/clubs/hsc

The Islamic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-4712
Web site: www.icn.du.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.*