New York University Bulletin
Bachelor of Arts
2011-2012

NYU Gallatin
School of Individualized Study

Announcement for the 39th Session
1 Washington Place, 8th Floor
New York, NY 10003-6806

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

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

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

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## Calendar
### Academic Year and Summer 2011-2013

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<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Labor Day Holiday</td>
<td>Monday, September 5</td>
</tr>
<tr>
<td></td>
<td>Fall Classes Begin</td>
<td>Tuesday, September 6</td>
</tr>
<tr>
<td></td>
<td>Fall Classes Begin</td>
<td>Tuesday, September 6</td>
</tr>
<tr>
<td></td>
<td>No Classes Scheduled</td>
<td>Monday, October 10–Tuesday, October 11</td>
</tr>
<tr>
<td></td>
<td>Midterm Grades Deadline</td>
<td>Friday, October 14</td>
</tr>
<tr>
<td></td>
<td>Registration for the Spring 2012 Semester begins</td>
<td>Monday, November 14</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving Recess</td>
<td>Thursday, November 24–Saturday, November 26</td>
</tr>
<tr>
<td></td>
<td>Legislative Day</td>
<td>Wednesday, December 14 (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td></td>
<td>Last Day of Classes</td>
<td>Friday, December 16</td>
</tr>
<tr>
<td></td>
<td>Final Grades Deadline</td>
<td>Grades are due 72 hours after the scheduled final exam date</td>
</tr>
<tr>
<td></td>
<td>Winter Recess</td>
<td>Saturday, December 24–Saturday, January 21</td>
</tr>
</tbody>
</table>

### Fall Semester Exams
- College of Arts & Science
- Graduate School of Arts & Science
- Steinhardt School of Culture, Education, and Human Development
- Leonard N. Stern School of Business Undergraduate College
- Robert F. Wagner Graduate School of Public Service
- Silver School of Social Work
- School of Continuing & Prof. Studies Credit Programs
- Tisch School of the Arts
- Gallatin School of Individualized Study
- Liberal Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Winter Session Classes Begin</td>
<td>Tuesday, January 3</td>
</tr>
<tr>
<td></td>
<td>Holiday: Martin Luther King Day</td>
<td>Monday, January 16</td>
</tr>
<tr>
<td></td>
<td>Last Day of Winter Session Classes</td>
<td>Saturday, January 21</td>
</tr>
<tr>
<td></td>
<td>Spring Classes Begin</td>
<td>Monday, January 23</td>
</tr>
<tr>
<td></td>
<td>Holiday: Presidents' Day</td>
<td>Monday, February 20</td>
</tr>
<tr>
<td></td>
<td>Midterm Grades Deadline</td>
<td>Friday, March 9</td>
</tr>
<tr>
<td></td>
<td>Spring Recess</td>
<td>Monday, March 12–Saturday, March 17</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Monday, May 7</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Reading Day</td>
<td>Tuesday, May 8</td>
<td></td>
</tr>
</tbody>
</table>

**Spring Semester Exams**

College of Arts & Science  
Graduate School of Arts & Science  
Steinhardt School of Culture, Education, and Human Development  
Leonard N. Stern School of Business Undergraduate College  
Robert F. Wagner Graduate School of Public Service  
Silver School of Social Work  
School of Continuing & Prof. Studies Credit Programs  
Tisch School of the Arts  
Gallatin School of Individualized Study

<table>
<thead>
<tr>
<th>Liberal Studies</th>
<th>Wednesday, May 9–Tuesday, May 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement</td>
<td>Wednesday, May 16</td>
</tr>
<tr>
<td>Final Grades Deadline</td>
<td>Grades are due 72 hours after the scheduled final exam date.</td>
</tr>
</tbody>
</table>

**Twelve Week Summer Session (2 Six-Week Sessions)**

College of Arts & Science  
Graduate School of Arts & Science  
Leonard N. Stern School of Business Undergraduate College  
School of Continuing & Prof. Studies Credit Programs  
Tisch School of the Arts  
Gallatin School of Individualized Study

| Steinhardt School of Culture, Education, and Human Development | Monday, May 21–Friday, June 29  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Monday, July 2–Friday, August 10</td>
</tr>
<tr>
<td><strong>Twelve Week Summer Session (4 Three-Week Sessions)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Steinhardt School of Culture, Education, and Human Development | Monday, May 21–Friday, June 8  
|                                                                 | Monday, June 11–Friday, June 29 |
|                                                                 | Monday, July 2–Friday, July 20  
|                                                                 | Monday, July 23–Friday, August 10 |

**Eight Week Summer Session**

Robert F. Wagner Graduate School of Public Service  
Monday, May 21–Friday, July 13

**Seven Week Summer Session**

Silver School of Social Work  
Monday, May 21–Friday, July 6

Holiday: Memorial Day  
Monday, May 28

Holiday: Independence Day  
Wednesday, July 4

Final Grades Deadline  
Grades are due 72 hours after the scheduled final exam date.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday: Labor Day</td>
<td>Monday, September 3</td>
</tr>
<tr>
<td>Freshman Orientation Begins</td>
<td>Sunday, August 26</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>Monday, September 3</td>
</tr>
<tr>
<td>Fall Classes Begin</td>
<td>Tuesday, September 4</td>
</tr>
<tr>
<td>Fall Break Begins</td>
<td>Monday, October 15</td>
</tr>
<tr>
<td>Fall Break Ends</td>
<td>Tuesday, October 16</td>
</tr>
<tr>
<td>Midterm Grades Deadline</td>
<td>Friday, October 19</td>
</tr>
</tbody>
</table>

**Registration for the Spring 2013 Semester begins**

Registration for the Spring 2013 semester begins for all schools (with the exception of the professional schools and the Stern School of Business/Graduate Division).

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Thanksgiving Recess</td>
<td>Thursday, November 22–Sunday, November 25</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Wednesday, December 12</td>
</tr>
<tr>
<td></td>
<td>(classes meet on a Monday schedule.)</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Friday, December 14</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Saturday, December 15–Sunday, December 16</td>
</tr>
</tbody>
</table>

**Fall Semester Exams**

*College of Arts & Science*

*Graduate School of Arts & Science*

*Steinhardt School of Culture, Education, and Human Development*

*Leonard N. Stern School of Business Undergraduate College*

*Robert F. Wagner Graduate School of Public Service*

*Silver School of Social Work*

*School of Continuing & Prof. Studies Credit Programs*

*Tisch School of the Arts*

*Gallatin School of Individualized Study*

*Liberal Studies*  

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Grades Deadline</td>
<td>Monday, December 17–Friday December 21</td>
</tr>
<tr>
<td></td>
<td>Grades are due 72 hours after the scheduled final exam date.</td>
</tr>
<tr>
<td>Winter Recess</td>
<td>Saturday, December 22–Saturday, January 26</td>
</tr>
</tbody>
</table>

**2013**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Session Classes Begin</td>
<td>Monday, January 7</td>
</tr>
<tr>
<td>Holiday: Martin Luther King Day</td>
<td>Monday, January 21</td>
</tr>
<tr>
<td>Last Day of Winter Session Classes</td>
<td>Friday, January 25</td>
</tr>
<tr>
<td>Spring Classes Begin</td>
<td>Monday, January 28</td>
</tr>
<tr>
<td>Holiday: Presidents' Day</td>
<td>Monday, February 18</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Monday, March 18–Friday, March 22</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Monday, May 13</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Tuesday, May 14</td>
</tr>
</tbody>
</table>

**Spring Semester Exams**
- College of Arts & Science
- Graduate School of Arts & Science
- Steinhardt School of Culture, Education, and Human Development
- Leonard N. Stern School of Business Undergraduate College
- Robert F. Wagner Graduate School of Public Service
- Silver School of Social Work
- School of Continuing & Prof. Studies Credit Programs
- Tisch School of the Arts
- Gallatin School of Individualized Study

<table>
<thead>
<tr>
<th>Liberal Studies</th>
<th>Wednesday, May 15–Tuesday, May 21</th>
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<tbody>
<tr>
<td>Commencement</td>
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<tr>
<td>Final Grades Deadline</td>
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**Twelve Week Summer Session (2 Six-Week Sessions)**
- College of Arts & Science
- Graduate School of Arts & Science
- Leonard N. Stern School of Business Undergraduate College
- School of Continuing & Prof. Studies Credit Programs
- Tisch School of the Arts
- Gallatin School of Individualized Study

<table>
<thead>
<tr>
<th>Gallatin School of Individualized Study</th>
<th>Tuesday, May 28–Saturday, July 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday, July 8–Saturday, August 17</td>
</tr>
</tbody>
</table>

**Twelve Week Summer Session (4 Three-Week Sessions)**
- Steinhardt School of Culture, Education, and Human Development

<table>
<thead>
<tr>
<th>Steinhardt School of Culture, Education, and Human Development</th>
<th>Tuesday, May 28 – Saturday, June 15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday, June 17 – Saturday, July 6</td>
</tr>
<tr>
<td></td>
<td>Monday, July 8 – Saturday, July 27</td>
</tr>
<tr>
<td></td>
<td>Monday, July 29 – Saturday, August 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Holiday: Memorial Day</th>
<th>Monday, May 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday: Independence Day</td>
<td>Thursday, July 4</td>
</tr>
<tr>
<td>Final Grades Deadline</td>
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</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). New York University Shanghai, the 19th school, is scheduled to open in 2013. 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
   www.cas.nyu.edu
1835 School of Law
   www.law.nyu.edu
1841 School of Medicine
   www.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
   www.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
   www.cims.nyu.edu
1938 Robert F. Wagner Graduate School of Public Service
   www.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
   www.liberalstudies.nyu.edu
2006 Institute for the Study of the Ancient World
   www.nyu.edu/isaw
2010 New York University Abu Dhabi
   www.nyuad.nyu.edu
1854 Polytechnic Institute of New York University
   www.poly.edu
   (affiliated 2008)
2011 New York University Shanghai
   (opening 2013)

New York University Libraries

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a six-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With 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 28 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 B. Lyme 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 re-
sources. 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.
Senior University Administration

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

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

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

Robert Berne, B.S., M.B.A., Ph.D., Executive Vice President for Health

Richard Foley, B.A., M.A., Ph.D., Vice Chancellor for Strategic Planning; Chair, Faculty Advisory Committee on Academic Priorities

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

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

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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 1,400 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 iconoclastic view that a university should not be an elitist institution to train ministers and the sons of the aristocracy, as was the common purpose of colleges of the day. He believed New York City needed a college that would serve a varied urban population, children of immigrants and artisans. It was to be a school that would “elevate the standard of learning and ... render knowledge more accessible to the community at large.” In 1831, Gallatin’s dream was realized, and New York University was founded.

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

The cornerstone of the Gallatin School is its individualized approach to education: Gallatin 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 students); in addition to being a resource for each individual student, these advisers become acquainted with a class as a whole.

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.
<table>
<thead>
<tr>
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Opportunities for Study

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.

COURSE WORK

Gallatin Courses

The Gallatin School offers courses designed for undergraduate and graduate students engaged in interdisciplinary programs. These courses are relatively small (15–20 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 prosemesters 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 se-
mester abroad may, for example, find himself or herself 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 universities 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 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 NYU’s and Gallatin’s global offerings, see pages 79-80.

BEYOND THE CLASSROOM

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

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

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

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

Course Equivalency Credit
Through course equivalency, students are given the opportunity to earn credit for previous learning experiences, such as professional, creative, volunteer or other work experience. To apply for these credits, students must demonstrate that they have mastered material equivalent to that covered in actual courses offered at New York University.
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: combinations of disciplines and professions; ideas, problems and themes; time periods; and areas of the world. These concentrations 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*, combining 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*, combining lab courses in the sciences with the history and philosophy of science, sociology, politics and cultural history.

*The Medieval World*, linking coursework 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 “Metamorphoses,” “Artists’ Lives, Artists’ Work,” “Wilderness and Civilization,” and “The Idea of America: What Does it Mean?” to advanced writing courses in genres including poetry, fiction, creative nonfiction, comedy writing, writing about music and writing about film.

The Writing Program sponsors readings by faculty, students and guest lecturers, as well as special events such as, in fall 2011, a centennial conference with the Poetry Society of America: “Visions Coincided: The Lives and Letters of Elizabeth Bishop’s Poetry and Poetics.” The Writing Program supervises a Writing Center that employs students as peer writing assistants; and publishes an electronic newsletter, Writing Program News, and an annual journal of student writing and visual art, The Gallatin Review. In fall 2011, the Writing Program will launch a pilot project for a Gallatin online writing and art portal called Arcade, which will initially include student writing and artwork—nominated by faculty as well as selected by students; podcasts of readings and discussions; and archives of student publications.

The Writing Program has two civic engagement 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, facilitated by Gallatin students, 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 writing projects that are presented at a celebration for all and published online.

For further information, downloadable texts, podcasts and videos, visit the Writing Program homepage on the Gallatin Web site.

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 com-
Gallatin has established numerous initiatives to help students deepen their concentrations, learn experientially and become immersed in global cultures. These initiatives vary in focus and scope. Some provide research stipends; others offer the possibility to earn academic credit; all are designed to help students grow intellectually.

**SCHOLARLY COMMUNITIES**

Gallatin houses several scholarly groups that offer special opportunities to high-achieving students—opportunities for travel, cultural and intellectual activities and access to smaller communities within Gallatin itself.

The *Dean’s Honor Society* holds academic seminars and cultural activities for Gallatin juniors and seniors who have been invited to apply for membership based on academic performance at Gallatin and on demonstrated commitment to community service. In addition to seminars, student members and Gallatin faculty mentors participate in an annual Spring Break travel colloquium focused on the year’s chosen theme. Similarly, Gallatin students with a grade point average of 3.75 or above who have a demonstrated interest in matters relating to the Americas—the United States and other countries in North America, Central America, South American and the Caribbean—are invited to apply to be *Americas Scholars*. The Americas Scholars also study a particular annual theme as a prelude to an extended trip in the Spring Semester.

Students whose concentrations incorporate the study of human rights may apply to participate in the *Gallatin Global Fellowship in Human Rights* program. This year-long program provides several Gallatin students with up to $5,000 each to support research and work in the field of human rights, broadly defined. In the spring semester, participants study the concept, history and political manifestations of human rights in both a seminar and independent studies; in the summer, they engage in extended research or internships at organizations around the world; and in fall they present their findings at a symposium open to the entire university community.
Finally, select students are invited to be *Albert Gallatin Scholars* when they are accepted into Gallatin. Each year, Scholars work closely with members of Gallatin faculty to study an academic theme that helps shape an international trip in January, during which they meet with representatives of cultural institutions, NGOs and arts groups. In the spring, they reflect on the trip in *Mosaic*, the program’s journal of academic analysis, poetry and visual art.

For more information about the Dean’s Honor Society or the Americas Scholars, contact Gallatin’s Office of Academic Advising at advising.gallatin@nyu.edu; to learn more about the Albert Gallatin Scholars or Gallatin Global Fellowship in Human Rights program, contact Gallatin’s Office of Global Programs at gallatin.global@nyu.edu.

**RESEARCH OPPORTUNITIES**

*Interdisciplinary Inquiry: An Undergraduate Research Conference*

The annual Undergraduate Research Conference provides an opportunity for Gallatin students to learn from each other’s work and to receive feedback on their own. The conference permits students to come together in a conference-style setting to share the methods and results of their recent scholarship. A student interested in submitting a proposal should discuss it with his or her adviser or with a sponsoring faculty member. Dates, deadlines and application procedures are announced by the Office of Academic Advising.

*Gallatin Research Scholars Program*

In an effort to integrate Gallatin undergraduate students into the practice of scholarly research, as well as provide research assistance for Gallatin faculty, the Gallatin School permits a number of full-time faculty members to select an equal number of students to work as research project assistants for a year. For this work, selected students can expect to earn approximately $4,000 over the academic year; faculty also agree to engage the student in meaningful research and help the student build research skills. Students may not apply directly to this program. Interested students should inquire with full-time Gallatin faculty to see if that faculty member intends to apply for a Gallatin Research Scholar funded under this program.

*Gallatin Conference and Research Fund*

The Gallatin Undergraduate Research Fund (GURF) is available to enrolled Gallatin undergraduate students to cover some of the costs of research associated with a proposed research project. For more information and application procedures see the Gallatin Web site.

*Dean’s Award for Summer Research*

The Dean’s Award for Summer Research encourages advanced Gallatin undergraduates to pursue an original research or creative project related to their concentration. The award provides a stipend of $2,500 to support projects carried out over the summer months. Appla-
GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

cants must be rising or current juniors with at least one semester remaining at NYU at the
time of application. In accepting a grant, the student gives permission to publish the proj-
et abstract online and/or in print. To learn more, contact Gallatin’s Office of Academic Ad-
vising at advising.gallatin@nyu.edu.

Horn Foundation Environmental Studies Award
Students interested in environmentalism, environmental studies, environmental activism and
events to improve the environment both inside NYU and in the city and the world are in-
vited to submit applications for the Horn Foundation Environmental Studies Award. Re-
cipients are required to use the awards to facilitate independent research, conference
attendance, field work, overseas projects and other types of environmental studies. Several
awards are made each year; the maximum grant is $4,000. For more information, contact
Gallatin’s Office of Academic Advising at advising.gallatin@nyu.edu.

Gallatin China Summer Fellowship
The Gallatin China Summer Fellowship provides awards to three Gallatin students particip-
ating in NYU’s annual summer in Beijing Program. The six-week program allows students
to earn 8 academic units, which are applied to the degree. Each award typically ranges from
$7,000 to $9,000. For more information, contact Gallatin’s Office of Global Programs at
gallatin.global@nyu.edu.

Gallatin-Africa House Fellowship
Gallatin and NYU Africa House support travel to and research on Africa for one or two Gal-
latin students. Research can focus on economics, development, travel or tourism, including
cultural tourism. The student(s) will conduct this research under the direction of faculty
members from Gallatin and/or Africa House. Funding ranges from $1,000 to $5,000. To
learn more, contact Gallatin’s Office of Global Programs at gallatin.global@nyu.edu.

Dean’s Award for Graduating Seniors
The Dean’s Award for Graduating Seniors is designed to fund research projects pursued im-
mediately 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 Decem-
ber (for January graduates) and April (for May graduates). Award amounts are contingent
on the project’s scope and timeframe and will generally only provide partial support for the
proposed project. See the Gallatin Web site for more information and application procedures.
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 Ecohouse: A History of Ecological Design* (Louisiana State University Press, 2010), which explores the intersection of architecture and ecological science, and *Imperial Ecology: Environmental Order of the British Empire, 1895-1945* (Harvard University Press, 2001), which investigates how the promising new science of ecology flourished in the British Empire. Professor Anker’s current book project explores the history of ecological debates in his country of birth, Norway. Links to his articles and up-to-date information about his work are available at [www.pederanker.com](http://www.pederanker.com).

**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*, was published in 2011. He returned to his native Baghdad in 2003 as a member of In-Counter 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, the University of California at Berkeley, the University of Wisconsin, MIT and SUNY Potsdam. He is the author of Nature as the Laboratory, a study of the influence of Darwinism and colonialism on early ecological research in Germany, and he is currently completing a book on the history of ecology. Professor Cittadino has received fellowships and grants from the National Endowment for the Humanities, the American Council of Learned Societies, MIT and the National Science Foundation. His current research project involves a study of resource policy, Native American rights and the use of environmental scientists as experts in an early 20th-century legal dispute over valuable oil land. Over the past several years, he has been involved in workshops, symposia and conferences aimed at understanding the interaction of science and cultural values in the shaping of environmental policy.

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

Nina Cornyetz's teaching and research interests include critical, literary and filmic theory; intellectual history; studies of gender and sexuality; and cultural studies, with a specialization in Japan. She has been the recipient of research fellowships from the Center for the Critical Analysis of Contemporary Culture, Rutgers University (1997-1998); the Japan Foundation (1995-1996); and the Now Foundation, Tokyo, Japan (1990). Among her publications are The Ethics of Aesthetics in Japanese Cinema and Literature: Polygraphic Desire; 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 poetic forms and other art forms in “Behind the Mask I: Exteriority,” a close reading of several of Sigmund Freud’s case studies in “On Freud’s Couch,” and a study of ethics and cinematography in Hong Kong gangster films and their Japanese and American counterparts in “Beyond Good and Evil: Gangsters, Violence, and the Urban Landscape.”
Marie Cruz Soto
Clinical Assistant Professor

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

Kimberly McClain DaCosta
Associate Professor

Kimberly McClain DaCosta, a sociologist, is especially interested in the contemporary production of racial boundaries. Her book, Making 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 ethnographic 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 “Buenos Aires: In and Of the City.” Professor Dinwiddie received NYU’s Distinguished Teaching Award in 2005.

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

Stephen Duncombe’s interests lie in media and cultural studies. He teaches and writes on the history of mass and alternative media and the intersection of culture and politics. He is the author of *Dream: Re-Imagining Progressive Politics in an Age of Fantasy* and *Notes from Underground: Zines and the Politics of Alternative Culture*; the coauthor of *The Bobbed Haired Bandit: A True Story of Crime and Celebrity in 1920s New York*; the editor of the *Cultural Resistance Reader*; and the coeditor of *White Riot: Punk Rock and the Politics of Race*. 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 now the co-founder and director of the Center for Artistic Activism. He is currently working on a book about propaganda during the New Deal and an open-access, open-source, Web-based edition of Thomas More’s *Utopia*. 
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 own work is focused on urban politics and social movements in contemporary Dakar, Senegal. Fredericks’s research has won major funding support from the Social Science Research Council, Fulbright-Hays and the National Science Foundation. After completing her Ph.D. in geography at U.C. Berkeley, she was a Postdoctoral Research Scholar with the Committee on Global Thought at Columbia University. At Columbia, she taught with the Institute for African Studies and co-organized the series The World and Africa for the Committee on Global Thought. Currently, she is revising her dissertation on the cultural politics of garbage collection in Dakar for publication, while launching a new line of research into the politics of hip hop in Dakar and the Senegalese diaspora. Her general interests include African cities, youth studies, Islam, critical development studies, feminist geography and political ecology.
Sharon Friedman
Associate Professor

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, and philosophic questions in literature. She teaches a wide range of interdisciplinary seminars including “Belief and Skepticism,” “Sound and Sense,” “Reading Poetry,” “Wallace Stevens and the 20th Century,” “Modern Poetry and the Actual World,” and “The Music of Poetry and the Poetry of Music.” She has also taught a foreign study course in Nîmes, France, and has accompanied student travel and study groups to Cuba, Prague, Athens and Ireland. Professor Goldfarb is a recipient of Gallatin’s Adviser of Distinction Award and NYU’s Great Teacher Award. She has published essays on modern poetry in a variety of journals and is the author of a book entitled The Figure Concealed: Wallace Stevens, Music and Valéryan Echoes. She is president of the Wallace Stevens Society and associate editor of The Wallace Stevens Journal. Professor Goldfarb also serves as associate dean for faculty and academic affairs at the Gallatin School.
Jean Graybeal  
*Associate Professor, Gallatin Emerita*

B.A. 1972, Drew; M.A.R. 1977, Yale; Ph.D. 1986, Syracuse

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

Hannah Gurman  
*Clinical Assistant Professor*


Hannah Gurman’s teaching and research focuses on the interconnections between the politics, economics and culture of U.S. diplomacy and military conflict. Her book, *The Dissent Papers: The Voice of Diplomats in the Cold War and Beyond* (forthcoming from Columbia University Press), examines the history of U.S. foreign policy through the writings of diplomats that challenged the status quo. She is also editing a collected volume on counterinsurgency for the New Press. Her articles have appeared in *Salon, Huffington Post* and *Small Wars Journal*, as well as *The Journal of Contemporary History and Diplomatic History*, among others. She is a columnist and regular blogger for the Web site Foreign Policy in Focus. Professor Gurman teaches writing and interdisciplinary seminars on such topics as the Idea of America, the Vietnam War, Historical Memory of War and Peace and the Writer in International Conflict.

Ethan Harkness  
*Assistant Professor*

B.A. 1992, Harvard; B.S. 1997, National Taiwan University; M.S. 2000, Brandeis; Ph.D. 2011, Chicago

Ethan Harkness teaches and writes about early Chinese culture with a particular emphasis on technical topics that inform the histories of science and religion. In his methodological approach to research, he also makes extensive use of excavated manuscripts to supplement historical perspectives derived from the transmitted textual tradition. His doctoral dissertation, entitled “Cosmology and the Quotidian: Day Books in Early China,” analyzes a type of almanac that circulated widely in the Chinese cultural sphere between the late fourth century and the late first century B.C., and in 2011-2012 this project will be revised for publication. For over ten years, Professor Harkness lived in Taiwan, where in
addition to academic research, he actively pursued a number of interests, including bicycle touring and the Chinese strategy game of *weiqi*.

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

Louise Harpm an is a principal in the architecture and design firm Specht Harpm an (*www.spechtharpm an.com*) and maintains a commitment to teaching as well as practice. Specht Harpm an was founded in 1995 by partners Scott Specht and Louise Harpm an, who began working together while classmates at the Yale School of Architecture. A small company with rigorous standards for modern design, the firm’s award-winning work includes commercial, institutional and residential projects, as well as custom furniture. Specht Harpm an was recognized in *Wallpaper* magazine’s Architects’ Directory as one of the “top 50 up and coming architectural practices from around the world.” The firm has received Honor Awards from the American Institute of Architects in New York and Texas. Specht Harpm an has been honored through the “Emerging Voices” series of the Architectural League of New York, named “Tastemakers” by *House and Garden* magazine and included as one of New York City’s “Top 100” architects by *New York Magazine*. The firm’s off-the-grid modular house, zeroHouse (*www.zerohouse.net*) has won a number of design awards and has been published in over 40 international books and magazines.

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

Karen Hornnick teaches courses that integrate the study of literature, media, philosophy, cultural history and writing. At Gallatin, she has taught writing seminars and interdisciplinary seminars on gender and feminist theory, modern cultural history and popular culture theory, and most summers she teaches a Study Abroad class on culture and history in Berlin. Trained as a Victorianist, she is currently working on problems regarding serial narrativity and popular aesthetics, particularly in relation to the poetics of television. Professor Hornnick has served as a faculty adviser to *The Gallatin Review* and since fall 2010 she has served as a faculty co-director of the Gallatin M.A. program. In 2009, she received the Gallatin Excellence in Teaching Award.
Kristin Horton
Clinical Assistant Professor
B.A. 1994, Emory; M.F.A. 2003, Iowa

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

A. B. Huber
Assistant Professor

A. B. Huber’s teaching and research interests include critical theory, aesthetics and politics and the literature and visual culture of modernity. Much of her current work is focused on the force and form of critique in times of war. She has an essay 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” will appear in triplecanopy. Huber taught and took
part in the Radical Citizenship Tutorials on Angel Island in San Francisco and Governors Island in New York in the summer of 2010. In fall 2010 she was at the University of California Berkeley on a Mellon Fellowship in Critical Theory.

**Steven Hutkins**

*Associate Professor*

*B.A. 1975, Wisconsin; M.A. 1977, Ph.D. 1986, New York*

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

**Myles W. Jackson**

*Dibner Family Professor of the History and Philosophy of Science and Technology*

*B.A. 1986, Cornell; M. Phil. 1988, Ph.D. 1991, Cambridge*

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 1991-92 and a National Science Foundation and Mellow Fellow at Harvard University from 1992-94. 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 Fraunhofers 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.

Mitchell Joachim
Clinical Associate Professor

Dr. Joachim is a leader in ecological design and urbanism and co-founder at Planetary ONE and Terreform ONE. Previously he was the Frank Gehry Chair at the University of Toronto and served on the faculty at Pratt, Columbia, Syracuse, Washington and Parsons. He was formerly an architect at Gehry Partners, and Pei Cobb Freed. He is a TED Senior Fellow and has been awarded fellowships with Moshe Safdie and Martin Society for Sustainability, MIT. He won the Zumtobel Group Award for Sustainability and Humanity, History Channel and Infiniti Award for City of the Future and Time Magazine Best Invention of 2007 with MIT Smart Cities. His project, Fab Tree Hab, has been exhibited at MoMA and widely published. He was chosen by Wired magazine for “The 2008 Smart List: 15 People the Next President Should Listen To.” Rolling Stone magazine honored Mitchell in “The 100 People Who Are Changing America.” Popular Science magazine has featured his work as a visionary for “The Future of the Environment” in 2010.
Bradley Lewis

Associate Professor


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

Ritty Lukose

Associate Professor


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

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

Eve Meltzer  
Assistant Professor  

Eve Meltzer is assistant professor of visual studies with research and teaching interests in the areas of contemporary art history and criticism, 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. Her first book will be published by University of Chicago Press in 2012. It situates the conceptual art movement of the late 1960s and early 1970s in relation to the field of structuralist thought and, in effect, offers a new framing for and insight into two of the most transformative movements of the 20th century and their common dream of the world as a total sign system. Meltzer is beginning work on her second book project, tentatively titled Group Photo: The Psycho-Photographic Process and the Making of Group
Identity, which will explore the proposition that group identity—at least since the invention of photography, if not before—has at its foundation something we might call a psycho-photographic process. Meltzer has published articles, exhibition essays, and reviews on the work of Vito Acconci, Jeanne Dunning, Roberto Jacoby, Robert Morris, Robert Smithson, Larry Sultan and Peter Wegner, among others, 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; co-editor of Left Politics and the Literary Profession, and she has written articles on women, performance and sexual politics in the Middle Ages and the Renaissance, including “Mute Rhetorics: Women, Dance, and the Gaze in Renaissance England,” “Quacking Delilahs: Female Mountebanks in Early Modern England and Italy,” and “A Wording Poet: Othello Among the Mountebanks.” Her current work includes an analysis of place, object and performance in the Renaissance. Since 1987, Professor Mirabella has directed and taught Gallatin’s Renaissance Humanities Seminar in Florence, Italy. She has received Gallatin’s Adviser of Distinction Award as well as NYU’s Great Teacher Award.

Ali Mirsepassi
Professor

Ali Mirsepassi is professor of Middle Eastern studies and sociology at the Gallatin School and director of Iranian Studies Initiative at New York University. In addition, he is associated faculty at the Middle Eastern and Islamic Studies department and affiliated faculty at the Sociology department in the College of Arts of Science. From 2002 to 2007, he held several administrative posts in the Gallatin School 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 and in 2011 the Gallatin Excellence in Teaching Award.

Vasuki Nesiah
Associate Professor of Practice

Vasuki Nesiah is a legal scholar with a focus on public international law. Currently her main areas of research include the law and politics of international human rights and humanitarianism, with a particular focus on transitional justice. Her past publications have engaged with different dimensions of public international law, legal history focused on colonialism and self-determination, the politics of memory, comparative constitutionalism, law and politics in South Asia and international feminisms. Prior to joining Gallatin she taught in the International Relations and Gender Studies concentrations at Brown University where she also served as Director of International Affairs. She has taught at the School of International and Public Affairs at Columbia University and continues as core faculty in the summer workshop of the Institute for Global Law and Policy at Harvard Law School. Before entering the academy full time, Nesiah spent several years in practice at the International Center for Transitional Justice (ICTJ), where she worked on law and policy issues in the field of post-conflict human rights. She serves on the International Advisory Boards of the UK-based journal, Feminist Legal Studies, and of the Institute of International Law and the Humanities at the University of Melbourne, and is an Associate Fellow with
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 teaches courses that explore the role of narrative and culture in texts and human relationships, as well as courses exploring poetry and poetics. Her teaching and research interests include poetry, world literature, narrative across the disciplines and narrative theory, literary criticism, literature and philosophy and writing on cities and urbanism. Her courses include the writing seminars “Life, Stories, Culture and Imagining Cities” and the interdisciplinary seminars “Narrative Investigations I and II,” “Metaphor and Meaning,” “Caliban” and “The Philosophic Dialogue.” She has helped develop and teach Gallatin travel courses in France and Cuba. She received her doctorate in comparative literature and was a National Graduate Fellow. Her dissertation, “The Poet or the Journalist: Stéphane Mallarmé, John Ashbery and the poème critique,” won the Margaret C. Bryant Dissertation Award. She has presented papers and chaired panels at the MLA, ACLA, Nineteenth-Century French Studies Colloquium and Twentieth-Century Literature conferences, among others. Her essays and reviews have appeared in *French Forum*, *Nineteenth-Century French Studies* and
Poetry's Poet: Essays on the Poetry, Pedagogy, and Poetics of Allen Grossman. Her poetry has appeared in *Fulcrum: an annual of poetry and aesthetics* and *Conditions*. Professor Pies received NYU's Distinguished Teaching Award in 2007. She is currently faculty chair of the Gallatin Writing Program.

**René Francisco Poitevin**

*Assistant Professor*

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

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

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**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, Wadabagei* 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 2003 recipient of the New York Foundation for the Arts (NYFA) Poetry Fellowship. The NYFA grant funded *blacks cropped* 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 Polyné 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 sociologist of art and cultural historian, Laurin Raiken is a founding faculty member of the Gallatin School and the founder of the Gallatin Interdisciplinary Arts Program. His teaching and research interests include the sociology and political economy of the arts, cultural policy, arts and social change, the Jewish mystical tradition and art, Native American studies and American society and economy in transition. An activist in the art world, Professor Raiken was a founder of the New York Free Theater and board chairman of the Foundation of the Community of Artists, and he has worked in various positions in arts and cultural policy. As cochairman of Citizens for Artists Housing, he helped to draft the New York State legislation that legalized loft living for artists in SoHo and NoHo. He has served as a consultant to the New York State Council on the Arts and the National Endowment for the Arts, as a cultural liaison for the Interfaith Center of New York, and as a senior editor for *Art and Artists*. Professor Raiken serves as Gallatin’s liaison for the Gallatin Newington-Cropsey Foundation Fellowship Program funded by the Newington-Cropsey Foundation’s Academy of Art, where he also serves as senior fellow. He is president of the Leo Bronstein Trust and literary executor of the late Leo Bronstein’s works in art philosophy. A founder of the NYU Community Service Program, he is currently a consultant to NYU’s Faculty Resource Network on Native American colleges and faculty convener for the seminar “Art, Public Policy, and Politics.” He is currently working on developing a joint NYU-Columbia Native People’s think tank, the “Tecumseh Agenda.” Professor Raiken is a University Senator. He received NYU’s Great Teacher Award in 1983 and in 1992 was named a University Educator of the Year by Vanderbilt University.
Andrew Romig
Assistant Professor

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

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

George Shulman’s interests lie in the fields of political thought and American studies. He teaches and writes on political thought in Europe and the United States, as well as on Greek and Hebrew—or tragic and biblical—traditions. His teaching and writing emphasize the role of narrative in culture and politics. He is the author of Radicalism and Reverence: Gerrard Winstanley and the English Revolution (University of California Press, 1989) and American Prophecy: Race and Redemption in American Political Culture (University of Minnesota Press, 2008). His most recent book, American Prophecy, was awarded the David Easton Prize in political theory. Focusing on the language that great American critics have used to engage the racial 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 Quantrell 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 volume including her earlier book *The Power of Thetis* together with selected essays was recently issued by The Center for Hellenic Studies/Harvard University Press. She has served as the editor in chief of *Classical Philology*, an international journal in the field of classics, and 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 films of minorities, as well as a Callaloo Prize for nonfiction prose. His current writing project involves alternative modernisms in non-European contexts.

Jack (John Kuo Wei) Tchen
Associate Professor

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

 Alejandro Velasco
 Assistant Professor

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

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

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

**Susanne L. Wofford** is the Dean of the Gallatin School. Before coming to Gallatin, Professor Wofford taught at Yale University and the University of Wisconsin (Madison), where she most recently served as Director of the Center for the Humanities and as the Mark Eccles Professor of English, having formerly been Chair of the Divisional Committee for Arts and Humanities and Director of Graduate Studies in English. She has been a member of the faculty of the Bread Loaf School of English since 1989 and was a Visiting Professor at 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 Claus 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 a member of the Modern Language Association’s Executive Committee for
the Division on Comparative Studies in Renaissance and Baroque Literature, excluding Shakespeare, she has served as the President of the Shakespeare Association of America and serves or has served on the boards of the International Spenser Society, American Comparative Literature Association and the Consortium of Humanities Centers and Institutes. She is a cofounder and current member of the steering committee of the Theater Without Borders International Collaborative. Her research interests include Shakespeare, Spenser, Renaissance and classical epic, comparative European drama and narrative and literary theory. Her publications include *The Choice of Achilles: The Ideology of Figure in the Epic* (Stanford University Press, 1992); *Epic Traditions in the Contemporary World: The Politics of Community* (coeditor) (University of California Press, 1999); *Shakespeare: The Late Tragedies* (Prentice-Hall, 1995); and *Hamlet: Case Studies in Contemporary Criticism* (St. Martin’s Press, 1994). Her current projects include *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**

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

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

Nicole Cohen  
Junior Class Adviser  

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

Gail Drakes  
Sophomore Class Adviser  

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

Writing Program Director

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

Rahul Hamid

Freshman Class Adviser

Rahul Hamid is a cinema scholar, specializing in Iranian cinema. His teaching interests include silent film, narrative, modernism and cinema, post-colonial studies, genre theory and food studies. He is an editor at Cineaste Magazine, one of America’s oldest film publications.
Lauren Kaminsky  
*Director of Academic and Student Affairs*  
*B.A. 2000, Illinois (Urbana-Champaign); Ph.D. 2011 New York*

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

Patrick McCreery  
*Global Programs Director and Senior Academic Adviser*  
*B.S. 1989, Miami (Fla.); M.A. 1997, Ph.D. 2009, New York*

Patrick McCreery’s teaching and research interests lie in the areas of sexual politics, family life and social space in the United States. At Gallatin, he teaches interdisciplinary seminars that focus on the politics of childhood, artistic representations of HIV/AIDS and the relationship between urban space and sexual identity. He is currently working on a book that contextualizes Anita Bryant’s 1977 “Save Our Children” campaign within national debates at the time over children’s rights and sexual autonomy. McCreery has published essays in journals such as *GLQ, New Labor Forum, Radical History Review* and *Social Text*, and he co-edited the anthology Out at Work: Building a Gay-Labor Alliance. An accomplished administrator, he is a past recipient of Gallatin’s Adviser of Distinction Award.

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

Amy Spellacy’s teaching and research interests include nineteenth- and twentieth-century American literature, literature of the Americas, U.S. Latino/a literature, and transnational literary and cultural studies. Her dissertation, “Neighbors North and South: Literary Culture, Political Rhetoric and Inter-American Relations in the Era of the Good Neighbor Policy, 1928-1948,” traces the deployment and circulation of the trope of the neighbor in social and cultural texts in the United States and Latin America. Prior to Gallatin, Amy was a lecturer and Assistant Director of Studies in the History and Literature program at Harvard, where she taught interdisciplinary courses such as “American Road Narratives,” “Mexican American Crossings” and “A Cultural History of the Banana.”
Meredith Theeman
Senior Class Adviser
B.A. 2001, Vassar; M.Sc. 2003, University of Surrey (UK); M.Phil. 2006, Hunter College; Ph.D. 2010, CUNY (Graduate Center)

Meredith L. Theeman is a social scientist with a Ph.D. in environmental psychology. Her research and teaching interests include psychology, public health, epidemiology, mental health, place and behavior, light exposure and health narratives. Currently, she is working with and presenting data on seasonally related mood and behavior change. As a higher education administrator, she is interested in instructional technology and institutional research.

Jeanette Tran
Transfer Student Adviser
B.A. 2004, California (Los Angeles); M.A. 2005, Wisconsin (Madison)

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

Vasu Varadhan

Vasu Varadhan’s teaching interests are in the areas of media and cultural change and in South Asian Studies. Her dissertation research focused on the impact of technology in Third World countries. She continues her work in this area by examining the impact of media in globalization. Her other area of interest deals with the religion and philosophy of ancient Indian texts and its continued relevance in Indian society as well as in the South Asian diaspora. Varadhan is currently writing a memoir on her experiences of growing up in India and America. Her earlier writing has appeared in two of India’s national newspapers, The Hindu and The Indian Express. She has been part of the Gallatin community for 11 years.
PART-TIME FACULTY (SELECTED LIST)

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

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

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

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

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

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

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

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

John Castellano: music performance, business and technology

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

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

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

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

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

Imani Douglas: theatre; aesthetic education; women/African American women in drama; television and film writing

Emily Fragos: poetry; fiction writing; rhetoric
Lise Friedman: performing and visual arts; translating performance experience into words and images; photography; graphic design; writing

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

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

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

Scott Hightower: writing, poetry, non-fiction, translation, comparative literary studies, prosody and poetics
Maria Hodermarska: creative arts therapies; community-based mental health services; arts in education; group dynamics; improvisation and autobiographical performance

Justin Holt: ethics; social and political philosophy; political economy; German Idealism; history of metaphysics and epistemology; philosophy of science; theories and history of the welfare state; philosophy of law

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chris Spain: creative writing; film

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 Weiss: 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
Undergraduate Program

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, tutorials, internships and private lessons in the arts; they study abroad, often in both Gallatin’s own travel courses and at NYU’s global sites; and they study modes of interdisciplinary thought and intellectual history through other significant world texts across the disciplines 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 a student’s 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.

* 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
AN INTEGRATED VISION

While students pursue their concentrations 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 significant world texts. 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, creatively, analytically and independently.

SIGNIFICANT TEXTS

A central component of the Gallatin curriculum is a commitment to the study of intellectual history through significant world texts across disciplines. 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, develops an artistic sensibility, an ease with scientific thought and an ability to think and learn independently and critically.
UN DE RST A N DIN G YO UR D EGREE REQ UIREM ENTS

The Office of the University Registrar monitors 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.

UNDERSTANDING YOUR DEGREE REQUIREMENTS

The Office of the University Registrar monitors 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.

SUMMARY OF B.A. DEGREE REQUIREMENTS

**Total Units** .......... 128 units
(a minimum of 64 units must be completed after matriculation at Gallatin)

**Academic Good Standing** .......... A final minimum cumulative grade point average of 2.0

**Undergraduate (UG) Core Requirement** .......... 32 units in Gallatin courses as follows:
- First-Year Interdisciplinary Seminar .............. 4 units
- First-Year Writing Seminar ......................... 4 units
- First-Year Research Seminar ..................... 4 units
- Interdisciplinary Seminar ....................... 16 units
- Remaining units may be taken in additional interdisciplinary seminars; advanced writing courses; arts workshops; community learning courses; travel courses; global programs and non-classroom courses (independent studies, tutorials, internships and private lessons).

**Foundation Requirement** .......... 32 units in Gallatin courses as follows:
- Liberal Arts Foundation .......... 20 units distributed as follows:
  - Humanities .......... 8 units
  - Social Sciences .......... 8 units
  - Mathematics or Science .......... 4 units
- Historical and Cultural Foundation .......... 12 units distributed as follows:
  - Premodern .......... 4 units
  - Early modern .......... 4 units
  - Global Cultures .......... 4 units
  - Intellectual Autobiography and Plan for Concentration Approved by the student’s adviser, by the completion of the sophomore year (64 units)

**Classroom Unit Requirement** .......... A minimum of 64 classroom units

**Residency Requirement** .......... The last 32 units must be earned at NYU

**Senior Colloquium** .......... Two hour presentation and discussion with faculty
LIBERAL ARTS FOUNDATION

To fulfill the liberal arts foundation, students may take courses in several departments and programs of the University, as well as in Gallatin. To see the list of Gallatin interdisciplinary seminars being offered this term that may be counted toward the liberal arts foundation, please visit Gallatin’s course listing page Gallatin’s Website. Below is a list of NYU departments and courses that satisfy an area of the liberal arts foundation. Only specified Gallatin courses and NYU courses listed below will be counted toward the liberal arts foundation.

### HUMANITIES

**CAS Departments and Programs**
- Africana Studies, SCA-UA 101-199
- American Studies, SCA-UA 201-299
- Art History, ARTH-UA
- Asian/Pacific/American Studies, SCA-UA 301-399
- Classics, CLASS-UA
- Comparative Literature, COLIT-UA
- Dramatic Literature, DRLLIT-UA
- East Asian Studies, EAST-UA
- English, ENGL-UA
- European & Mediterranean Studies, EURO-UA
- French, FREN-UA
- German, GERM-UA
- Hebrew Language and Literature, HBRJJD-UA
- Hellenic Studies, HEL-UA
- History, HIST-UA
- Irish Studies, IRISH-UA
- Italian, ITAL-UA
- Medieval & Renaissance Studies, MEDI-UA
- Middle Eastern & Islamic Studies, MEIS-UA
- Music, MUSIC-UA
- Philosophy, PHIL-UA
- Religious Studies, RELST-UA (all courses with the exception of Theories and Methods in the Study of Religion, RELST-UA 1, which fulfills the social science requirement)
- Russian and Slavic Studies, RUSSN-UA
- Spanish and Portuguese Language and Literature, SPAN-UA
- Morse Academic Plan, MAP-UA 400–599, 700-799

### SOCIAL SCIENCE

**CAS Departments and Programs**
- Animal Studies, ANST-UA
- Anthropology, ANTH-UA (all courses with the exception of Human Evolution, ANTH-UA 2, which fulfills the math/science requirement)
- Child/Adolescent Mental Health, CAMHS-UA
- Economics, ECON-UA (all courses with the exception of Statistics, ECON 18, which fulfills the math/science requirement)
- Gender and Sexuality Studies, SCA 401-499

### MATH OR SCIENCE

**CAS Departments and Programs**
- Biology, BIOL-UA
- Chemistry, CHEM-UA
- Computer Science, CSCI-UA
- Environmental Studies, ENVST-UA
- Mathematics, MATH-UA
- Neural Science, NEURL-UA
- Physics, PHYS-UA
- Morse Academic Plan, MAP-UA 100–399

### CAS Courses (in addition to the departments listed above)
- Human Evolution, ANTH-UA 2
- Statistics, ECON 18
- Quantitative Methods in Political Science, POL-UA 800
- Statistical Reasoning for the Behavioral Sciences, PSYCH-UA 9

### Steinhardt Courses
- Introduction to Media Studies (MCC-UE 1)
TOTAL UNITS

To be eligible for the Bachelor of Arts degree, students must complete 128 units within 10 years of matriculating at Gallatin. A minimum of 64 units 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 126.

Please note: Academic good standing is not the same as satisfactory academic progress. Satisfactory academic progress refers to the number of units a student must complete in a given year to maintain eligibility for financial aid. For more information on satisfactory academic progress, see “Eligibility for Financial Aid” on page 151.

Undergraduate Core (UG) Requirement

Students must complete 32 units in Gallatin School courses, all of which contain the letters “UG” in the course subject area. In fulfilling this requirement, students must earn 4 units in the First Year Interdisciplinary Seminar, 4 units in First Year Writing Seminar, 4 units in First Year Research Seminar, and 16 units in interdisciplinary seminars. Please note the First Year Interdisciplinary Seminar counts as an interdisciplinary seminar; thus first-year students who have completed a First Year Interdisciplinary Seminar are only required to complete 12 units in Interdisciplinary Seminars.

Any remaining units may be taken in other Gallatin curricular offerings, including additional interdisciplinary seminars, advanced writing courses; arts workshops; community learning courses; travel courses, and individualized projects (independent studies, tutorials, internships and private lessons).

Students transitioning to Gallatin from The Liberal Studies Core Program of the Faculty of Arts and Science prior to summer 2013 are required to complete a minimum of 24 units in Gallatin, 16 of which must be earned in interdisciplinary seminars. Students transitioning to Gallatin from The Liberal Studies Core Program of the Faculty of Arts and Science in or after summer 2013 are required to complete a minimum of 32 units in Gallatin, 16 of which must be earned in interdisciplinary seminars.

FOUNDATION REQUIREMENT

All students must complete a foundation requirement, which is comprised of two areas: the liberal arts foundation and the historical and cultural foundation. Courses taken to fulfill the foundation requirement may not be taken on a pass/fail basis. Some courses may satisfy
more than one foundation requirement (for example, a course may satisfy the humanities area of the liberal arts requirement, as well as the pre-modern area of the historical and cultural foundation). In this example, both requirements would be satisfied by the completion of the one course.

Transfer students will have their transcripts reviewed on admission to determine which, if any, of the foundation requirements they have fulfilled. AP course credit/unit and units earned from other similar programs may not be used to fulfill the foundation requirement.

**Liberal Arts Foundation**

The liberal arts foundation must be distributed as follows: 8 units in the humanities; 8 units in the social sciences; and 4 units in either mathematics or science. To fulfill the liberal arts foundation, students may take courses in several departments and programs of the University, as well as in Gallatin. A list of Gallatin interdisciplinary seminars that may be counted toward the liberal arts foundation is available on Gallatin’s course listing page on Gallatin’s Web site. See the Liberal Arts Foundation chart on page 68 for a list of other NYU departments and courses that satisfy an area of the liberal arts foundation.

**Historical and Cultural Foundation**

Students are required to take at least 4 units of coursework in the ’pre-modern’ period, 4 units in the ’early modern’ period, and 4 units in ’global cultures.’ Students are expected to complete one course in each of the areas of historical and cultural requirement for a total of 12 units. While some courses may satisfy multiple areas of the historical and cultural foundation (i.e. global cultures and premodern), only one of these areas will be counted toward the requirement (in this example, either global cultures or premodern, but not both). To fulfill this requirement, students may take courses in Gallatin, as well as several CAS departments and programs. A list of Gallatin interdisciplinary seminars that may be counted toward the historical and cultural foundation is available on the course listing page of Gallatin’s Web site. A list of CAS departments and courses that satisfy the historical and cultural foundation requirement is also available on Gallatin’s Web site.

More information about the premodern, early modern and global cultures areas is available on the undergraduate degree requirements page of Gallatin’s Web site.

**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 unit toward the B.A. degree. Students who enter with 64 transfer units 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.
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 86-87.

**Classroom Unit Requirement**

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

**Residency Requirement**

Students must complete their last 32 units 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 units. 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 88-91.

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

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

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 before the senior year. Course equivalency credit will not be evaluated for undergraduate students who intend to graduate with more than 128 units.

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 process. For more information regarding policies, procedures and guidelines for course equivalency credit, please visit the Gallatin Web site.
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 units within Gallatin and the rest of their units 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 units 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—The Ancient Hero and the Heroic; The Thingliness of Things; 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 inspi-
ration, 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 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 nontraditional 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.
Finaly, 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 79-84.

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 the Gallatin Web site.

In an independent study, a student works one-on-one with a faculty member on a particular topic or creative project. Typically the idea for an independent study arises in a course; for example, in a seminar on early 20th-century American history, a student may develop an interest in the Harlem Renaissance and ask the professor to supervise an independent study focused exclusively on this topic during the next semester. Students may also develop creative projects in areas such as, but not limited to, music composition, filmmaking or fiction writing. Independent studies are graded courses, the details of which are formulated by the student and the instructor; these specifics are described in the independent study proposal and submitted to the Deans' Office for approval. The student and instructor meet regularly throughout the semester to discuss the readings, the research and the student's work. Credit is determined by the amount of work entailed in the study and should be comparable to that of a Gallatin classroom course. Generally, independent studies, like other courses, are 2 to 4 units. Meeting hours correspond to course units; a 4-unit independent study requires at least seven contact hours per term between the instructor and the student. 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 units per semester in any combination of independent study and/or tutorial. For more information regarding policies, procedures and guidelines for independent study, please visit the Gallatin Web site.

Tutorials are small groups of two to five students working closely with a faculty member on a common topic, project, or skill. Tutorials are usually student-generated projects, and like independent studies, ideas for tutorials typically follow from questions raised in a particular course. Students may collaborate on creative projects as well. Recent tutorials have included
“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 units. 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 units. Meeting hours correspond to course units; a 4-unit 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 units per semester in any combination of independent study and/or tutorial. For more information regarding policies, procedures and guidelines for tutorials, please visit the Gallatin Web site.

Internships offer Gallatin students an opportunity to learn experientially at one of New York City’s many social institutions, 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 unit, students are expected to devote at least three hours per week for the entire term; for example, a 4-unit internship would require at least 12-15 hours per week for 15 weeks. 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 the Gallatin Web site.

Private lessons give students the opportunity to earn academic credit for their studies at performing or visual arts studios in the New York area. These studies are meant to supplement work begun in regularly scheduled classes at NYU or to provide students with the opportunity to study areas for which comparable courses at the University are unavailable to Gallatin students. Private lessons may be taken in voice, music, dance, acting and the
visual arts, with teachers or studios of the student’s choosing—as long as they have met with the approval of the Gallatin faculty. By studying with professional New York City-based artist/teachers, students are offered the opportunity to learn and perfect their craft. The student also keeps a journal about the learning experience and produces a final analytical paper, and the private lesson teacher submits a written evaluation.

Private lesson 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 units 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 units 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 please visit the Gallatin Web site.

COURSES IN OTHER NYU SCHOOLS

Gallatin students may take courses in many of the schools, departments and programs of NYU. 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. Students may take up to 31 units of business courses offered by 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 Office of Global Programs. For policies regarding external study, see pages 115–116.
Global Programs

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 numerous 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*
TRAVL-UG 9800 Polyné, Adkins. 4 units

*Berlin: Capital of Modernity*
TRAVL-UG 9500 Hornick, Smoler. 4 units

*Culture, Art, and Politics in 21st Century Buenos Aires*
TRAVL-UG 9400 Dinwiddie, McMeley. 4 units

*Culture, Development and Globalization in India*
TRAVL-UG 9700 Lukose. 4 units
Istanbul: Mapping the Past in the Present
TRAVL-UG 9750 Franks. 4 units

Italian Renaissance Art and Literature: The Culture Explosion
TRAVL-UG 2060 Mirabella. 4 units

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 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 Bedförd 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.

**Future Sites.** As of summer 2011, NYU has announced plans to open new academic centers in Sydney, Australia, and Washington, D.C. For up-to-date information, visit the Web site of NYU’s Office of Global Programs.
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 units. 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 15 institutions—all distinguished research universities—while retaining matriculation at NYU and earning NYU units. 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 units earned are counted as transfer credit. Undergraduate students should be aware that the final 32 units 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 units 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 the attention of: Director of Global Programs, Gallatin School of Individualized Study, New York University, 1 Washington Place, New York, NY 10003-6806.
Advising

The Gallatin School is committed to providing superior, personalized academic advising to students. Individualized learning can be challenging as well as liberating, and for this reason Gallatin’s Office of Academic Advising provides multiple advisers to encourage students to make meaningful connections with faculty, staff and fellow students.

PRIMARY FACULTY ADVISER

At the core of Gallatin’s layered advising system is the primary faculty adviser. Each student is assigned to work with a specific member of the NYU faculty, who will aid the student in developing his or her interests, constructing a program of study and growing personally, intellectually and professionally. Together with the primary faculty adviser, the student designs an individualized educational program intended to fulfill his or her academic goals. Students meet with their primary faculty advisers throughout each term to discuss courses, their degree progress and registration for the coming term. All Gallatin faculty serve as primary faculty advisers, as do many other professors throughout the University.

CLASS ADVISERS

Gallatin’s Office of Academic Advising includes five Class Advisers, each of whom works with a specific cohort of students (First-Year, Sophomore, Junior, Senior, Transfer). Class Advisers provide individual advising and workshops on shared issues. Because Class Advisers are scholars who teach at Gallatin, each brings specialized academic expertise, including knowledge of other schools and colleges of the University, and can offer advice on graduate and professional schools as well as scholarship applications.

PEER MENTORING

The final component of the Advising system is the Gallatin Peer Support (GPS) program, which connects new students with continuing Gallatin students. Each year, continuing undergraduate students have the opportunity to serve as mentors to new students with questions about living in NYC, classes at NYU, navigating Gallatin and how to get involved in student life. Transfer students in particular are encouraged to request a peer mentor for support in what is frequently a challenging first semester experience.
The Concentration

At Gallatin, every student develops his or her own program of study, the central focus of which is the concentration. Designed by the student in consultation with the adviser, the Gallatin concentration is not simply a substitute for a traditional undergraduate major. 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. Students have a great deal of freedom in constructing their individualized concentrations and can combine disciplines, classes and other learning experiences (such as independent studies, tutorials, internships and private lessons) to best suit their interests and their educational goals. While there is no minimum unit requirement for the concentration, it usually constitutes anywhere from a quarter to a third of the student’s undergraduate program (about 32 to 48 units), allowing plenty of room for exploration.

THE INTELLECTUAL AUTOBIOGRAPHY AND PLAN FOR CONCENTRATION ESSAY

By the end of the sophomore year, all students are required to write a two- to three-page essay in which they reflect on their educational experiences and articulate their academic concentrations. This essay, called the Intellectual Autobiography and Plan for Concentration, asks students to describe the central idea(s) of their concentration and the relevant coursework. This essay is a way for students to reflect on how they learn as individuals and to develop an academic plan with long-term goals in mind.
Timetable for Writing the Essay
All students are required to submit the Intellectual Autobiography and Plan for Concentration (IAPC). The essay should be submitted no later than the end of the sophomore year (i.e., before completing 64 units). The timing of the essay in a student’s career at Gallatin may vary slightly, as students arrive at their concentrations at different rates and through different strategies. Some students may want to submit the essay earlier, but they should complete at least 32 units before doing so. Students who transfer into Gallatin with 64 units have until the end of their first semester at Gallatin to complete this requirement.

The Approval Process
During their first semester at Gallatin, students will be automatically registered in the zero-unit IAPC course. The grade for this course will be recorded as an “I” (Incomplete) until the student has satisfied the requirement, at which time a grade of “P” (Pass) will be posted. (The grade of “I” will not have any effect on financial aid, scholarships, grade point average, eligibility for the Dean’s List or Latin Honors, or satisfactory progress requirements.)

The student’s adviser is responsible for approving the IAPC essay, and it is therefore important that students stay in close touch with their advisers as they work on this document. Once the essay is completed, the student needs to submit it to his or her adviser for approval. After the adviser has given approval, the student should then submit the IAPC using the online Intellectual Autobiography and Plan for Concentration form. At the end of the semester, the grade of “P” will be recorded with the Registrar signifying that the student has fulfilled the requirement. Students who do not fulfill this requirement will have a restriction (called a Dean’s Hold) placed on their registration. This restriction will prohibit students from registering or making schedule changes (such as dropping or adding courses) until the IAPC is approved by the adviser and submitted.

Changes in the Plan for Concentration
The Intellectual Autobiography and Plan for Concentration is a snapshot of a concentration already in progress. 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 studies. After the essay is approved, students may make changes as they progress toward the degree, and they should discuss these changes with their advisers. 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, the adviser may ask for a revision of the essay, and the student would be asked to consider whether there is sufficient time left in the program to be able to complete the new plan.
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 primary faculty 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 concentrations and to synthesize various learning experiences into an integrated discussion focused on books and themes that have been central to their undergraduate education. In preparing for the colloquium, the student will work with the primary faculty adviser to create a list of 20 to 25 works, called the booklist. The student is also required to write a brief paper, called the rationale, which explains connections between the texts and describes the themes the student plans to discuss in the colloquium.

PREPARING FOR THE COLLOQUIUM

During the second semester of the junior year, students work closely with their advisers to compose the booklist and write the rationale. 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 a key role in helping the student prepare the booklist 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 role 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, who 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 two to four units, depending on the number of books and writing assignments. A student may work on such an independent study
with his or her adviser or other NYU faculty members, so long as the instructor has sufficient expertise in the themes and the books the student wants to include in the independent study.

Study Groups. 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 their own study groups, and Class Advisers can help students find other students interested in joining a study group.

Workshops. The Office of Academic Advising offers students rationale and colloquium support through workshops and one-on-one advising meetings with Class Advisers. Workshops are held several times a semester to help students understand the purpose and nature of the colloquium, how to begin writing the rationale and what the colloquium experience has meant for recent Gallatin graduates and 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 short paper that describes the main theme or themes the student plans to talk about in the colloquium and references several texts on the booklist.

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. The books 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.” 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. Students should speak with their advisers and other members of the faculty about books that may be relevant to the topics they plan to discuss in the colloquium.

The colloquium booklist should consist of 20 to 25 books arranged according to the following four sections:

1. Ancient, Medieval and Renaissance Classics

Include at least seven works written before the mid-1600s.

2. Modernity—The Humanities

Include at least four works, written after the mid-1600s, in humanities disciplines such as literature, philosophy, history, the arts, critical theory and religion.
3. Modernity—The Social and Natural Sciences
Include at least four nonfiction works, written after the mid-1600s, in the natural, quantitative, applied and/or social science disciplines such as anthropology, sociology and economics.

4. Area of Concentration
Include at least five works representing the student’s area of concentration.

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. 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 may 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
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 that contextualizes the student’s academic concentration.

After this introduction, 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 conversation. Its purpose is not to test the student’s rote memory of the details in the texts, but rather to evaluate the student’s capacity to think, to inquire, to make connections and to suggest interpretations. Students may be asked to explore the similarities and differences between two or more books, to comment about the historical context of a work or to discuss the work with respect to the themes described in the rationale. Questions are asked only about the works on the booklist, although students may feel free to make references to other books. Students may also discuss creative projects or critical writing as part of the colloquium by presenting a research paper or a portfolio of photographs, showing a brief film or video, playing a piece of music, etc., but the primary focus of the colloquium should be the conversation between the faculty and the student.


Evaluating the Colloquium

At the conclusion of the colloquium, the faculty committee discusses the student’s performance. The main criterion for the committee’s evaluation is simply this: Was the student able to discuss the books in a thoughtful, insightful way and to respond intelligently to the questions put forward by the faculty committee? A pass or fail requires a majority vote of the committee. If the committee concludes that the student’s performance has been unsatisfactory, the committee will provide suggestions about what the student needs to do to prepare for a second colloquium. A student may not take the exam more than twice. If a student fails a second time, he or she will be dismissed from the School.

Colloquium Title

Students may have their colloquium topic printed on their official NYU transcript. The title should accurately reflect the theme of the colloquium and should be no more than 40 characters. The advisor must approve the student’s choice of title. Students may also choose not to have the title printed on the transcript.

Matriculation Policy

Students must be registered for courses or must register to maintain matriculation during the semester in which they take the colloquium. Please note the following exceptions: Students who have completed all of their degree requirements in the spring or summer may take the colloquium before the September graduation deadline without registering for the fall semester. Similarly, students who have completed all of their degree requirements in the fall semester may take the colloquium before the January graduation deadline without registering for the spring semester.
The Senior Project is a 4-unit independent research or artistic project that a student pursues under the guidance of a faculty mentor. Senior Projects may include, but are not limited to, a paper based on original research, a written assessment of a community-learning initiative or an artistic project (such as design-based work, art exhibit or theatrical production) accompanied by an analytic essay (comprising artistic background, aims and technique). Completed Senior Projects are graded by faculty mentors and can be nominated for Honors. Please note that Senior Projects are separate and distinct from Independent Studies in their selection, expectations and potential to earn Honors. More information regarding policies, procedures and guidelines for senior projects is available on Gallatin’s Web site. Specific questions about the Senior Project should be directed to the Senior Class Adviser.
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 units, with the actual number of units 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 units; declarations made after the completion of the 110th unit 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 resulting in a special Gallatin minor in Environmental Studies.

While completing their individualized concentrations 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 minor in Environmental Studies and 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 freshman year, and no later than the completion of their 80th unit.

For more information on this study option, visit Gallatin’s Web site.

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

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 Management 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 units in graduate work required for the Wagner M.P.A. degree. These 28 units 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

† 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
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 Web site.

### 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.
Course Offerings

The following is a list of courses offered in the 2011-2012 Academic Year.

Please note this list is subject to change.

**Summer 2011**

**Interdisciplinary Seminars**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IDSEM-UG 1403</td>
<td>The Global Neighborhoods of Downtown Manhattan</td>
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<tr>
<td>IDSEM-UG 1425</td>
<td>The Philosophic Dialogue</td>
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<tr>
<td>IDSEM-UG 1222</td>
<td>Art Now: Tradition and Change</td>
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<tr>
<td>IDSEM-UG 1645</td>
<td>Islands in the City: The Politics and Culture of Caribbean New York</td>
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<tr>
<td>IDSEM-UG 1239</td>
<td>Classic Texts and Contemporary Life</td>
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<tr>
<td>IDSEM-UG 1268</td>
<td>Cultural Politics of Childhood</td>
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<tr>
<td>IDSEM-UG 1322</td>
<td>The Ancient Greeks and Their Influence</td>
</tr>
<tr>
<td>IDSEM-UG 1494</td>
<td>Monsters in Popular Culture: Invented, Awakened, Invading</td>
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**Advanced Writing Courses**

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<tr>
<td>WRTNG-UG 1370</td>
<td>Writing about Love</td>
</tr>
<tr>
<td>WRTNG-UG 1324</td>
<td>The Journal in the City</td>
</tr>
<tr>
<td>WRTNG-UG 1550</td>
<td>Fiction Writing</td>
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**Arts Workshops**

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

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<thead>
<tr>
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<tbody>
<tr>
<td>ARTS-UG 1481</td>
<td>Photograph New York Coastal</td>
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<tr>
<td>ARTS-UG 1620</td>
<td>Designing the Future City</td>
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<tr>
<td>ARTS-UG 1660</td>
<td>Magazine Dreams: Conceiving, Designing, and Producing a 21st-Century Publication</td>
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**Individualized Projects**

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<tr>
<td>INDIV-UG 1701</td>
<td>Private Lesson</td>
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<tr>
<td>INDIV-UG 1801</td>
<td>Internship</td>
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<tr>
<td>INDIV-UG 1901</td>
<td>Independent Study</td>
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<tr>
<td>INDIV-UG 1925</td>
<td>Tutorial</td>
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**Travel Courses**

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<td>TRAVL-UG 9250</td>
<td>Prague: Design as Performance</td>
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<td>TRAVL-UG 9400</td>
<td>Buenos Aires: In and of the City</td>
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<tr>
<td>TRAVL-UG 9500</td>
<td>Berlin: Capital of Modernity</td>
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<tr>
<td>FIRST-UG 32</td>
<td>First-Year Interdisciplinary Seminar: The Social Construction of Reality</td>
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<tr>
<td>FIRST-UG 35</td>
<td>First-Year Interdisciplinary Seminar: Family</td>
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<tr>
<td>FIRST-UG 42</td>
<td>First-Year Interdisciplinary Seminar: Capitalism and Democracy</td>
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<tr>
<td>FIRST-UG 49</td>
<td>First-Year Interdisciplinary Seminar: The Self and the Call of the Other</td>
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<td>FIRST-UG 50</td>
<td>First-Year Interdisciplinary Seminar: The City and the Grassroots</td>
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<td>FIRST-UG 51</td>
<td>First-Year Interdisciplinary Seminar: The Thingliness of Things</td>
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<tr>
<td>FIRST-UG 65</td>
<td>First-Year Interdisciplinary Seminar: Beyond Language: The Surreal, the Monstrous, and the Mystical</td>
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<tr>
<td>FIRST-UG 68</td>
<td>First-Year Interdisciplinary Seminar: The Ancient Hero and the Heroic</td>
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<tr>
<td>FIRST-UG 69</td>
<td>First-Year Interdisciplinary Seminar: Boundaries and Transgressions</td>
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<tr>
<td>FIRST-UG 70</td>
<td>First-Year Interdisciplinary Seminar: Holy Grals</td>
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<tr>
<td>FIRST-UG 71</td>
<td>First-Year Interdisciplinary Seminar: Political Theater</td>
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<tr>
<td>FIRST-UG 74</td>
<td>First-Year Interdisciplinary Seminar: Historical Memory in War and Peace</td>
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<td>FIRST-UG 75</td>
<td>First-Year Interdisciplinary Seminar: The Arabian Nights</td>
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<td>FIRST-UG 76</td>
<td>First-Year Interdisciplinary Seminar: What is “Development?”</td>
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<td>FIRST-UG 319</td>
<td>First-Year Writing Seminar: Aesthetics on Trial</td>
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<td>FIRST-UG 323</td>
<td>First-Year Writing Seminar: Artists’ Lives, Artists’ Work</td>
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<td>FIRST-UG 324</td>
<td>First-Year Writing Seminar: Metamorphoses</td>
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<td>FIRST-UG 333</td>
<td>First-Year Writing Seminar: Writing Twentieth-Century Music and Culture</td>
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<td>FIRST-UG 345</td>
<td>First-Year Writing Seminar: Love and Trouble</td>
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<td>FIRST-UG 353</td>
<td>First-Year Writing Seminar: The Faith Between Us</td>
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<td>FIRST-UG 357</td>
<td>First-Year Writing Seminar: Wilderness and Civilization</td>
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<td>FIRST-UG 361</td>
<td>First-Year Writing Seminar: Collage: From Art to Life and Back</td>
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<td>FIRST-UG 365</td>
<td>First-Year Writing Seminar: The Idea of America: What Does it Mean?</td>
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<td>FIRST-UG 367</td>
<td>First-Year Writing Seminar: Visual Texts</td>
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<td>First-Year Writing Seminar: Writing the Self</td>
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<td>FIRST-UG 377</td>
<td>First-Year Writing Seminar: Working</td>
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<td>FIRST-UG 379</td>
<td>First-Year Writing Seminar: Utopia: The Logic and Ethics of Imagining New Worlds</td>
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<td>FIRST-UG 381</td>
<td>First-Year Writing Seminar: Shifting Identities</td>
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<td>FIRST-UG 382</td>
<td>First-Year Writing Seminar: The Body Politic and the Politics of the Body in American Culture</td>
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<td>FIRST-UG 383</td>
<td>First-Year Writing Seminar: Coming of Age: Selves, Writers, Societies</td>
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<td>FIRST-UG 384</td>
<td>First-Year Writing Seminar: Walking and Writing in New York City</td>
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<td><strong>New Student Research Seminars</strong></td>
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<td>FIRST-UG 801</td>
<td>New Student Research Seminar: Myths and Fables in Popular Culture</td>
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<td>FIRST-UG 802</td>
<td>New Student Research Seminar: Coming Home: Identity and Place</td>
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<td><strong>Interdisciplinary Seminars</strong></td>
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<td>IDSEM-UG 1055</td>
<td>Struggle for the Word: History of Media I</td>
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<td>IDSEM-UG 1061</td>
<td>Literary Forms: The Craft of Criticism</td>
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<td>IDSEM-UG 1072</td>
<td>Poets in Protest: Footsteps to Hip-Hop</td>
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<td>The Enlightenment and Its Legacy</td>
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<td>Travel Narratives</td>
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<td>Bodily Fictions</td>
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<td>Culture as Communication</td>
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<td>Narratives of African Civilizations</td>
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<td>IDSEM-UG 1258</td>
<td>Ancient Theatre and Its Influences</td>
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<td>Alchemy and the Transformation of Self</td>
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<td>IDSEM-UG 1299</td>
<td>Objectivity and the Politics of the Journalism Revolution</td>
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<td>IDSEM-UG 1311</td>
<td>Mad Science/Mad Pride</td>
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<td>IDSEM-UG 1316</td>
<td>Rethinking the Biological Sciences: Haraway, Theory and Culture</td>
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<td>IDSEM-UG 1351</td>
<td>Behind the Mask I: Exteriority</td>
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<td>American Capitalism in the Twentieth Century</td>
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<td>The Birth of the World: The Cosmological Tradition</td>
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<td>Three Revolutions: Haiti, Mexico, Cuba</td>
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<td>Creative Democracy: The Pragmatist Tradition</td>
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<td>Leviathans, Lovers and Libertines: Theater and Aesthetics of Grandeur</td>
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<td>Primary Texts: Plato and Machiavelli on Philosophy and Politics</td>
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<td>James Reese: Europe and American Music</td>
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<td>Sissle Blake and the Minstrel Tradition</td>
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<td>Theorizing Popular Culture</td>
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<td>Looking at Popular Culture: The Poetics of Television</td>
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<td>(Re) Imagining Latin America</td>
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<td>Black Intellectual Thought in the Atlantic World</td>
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<td>American Politics After 9/11: Empire, Race and Democracy</td>
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<td>Sports, Race and Politics</td>
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<td>Guilty Subjects: Guilt in Literature, Law and Psychoanalysis</td>
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<td>Fashion’s Fictions: The Texts of Clothing</td>
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<td>IDSEM-UG 1523</td>
<td>Feminism, Empire and Postcoloniality</td>
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<td>Imagining India: From the Colonial to the Global</td>
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<td>The Travel Habit: On the Road in the Thirties</td>
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<td>Race and Religion in African American Culture</td>
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<td>IDSEM-UG 1587</td>
<td>Who Owns Culture?: Cultural Implications of Intellectual Property Law</td>
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<td>Domesticating the Wild in Children’s Literature</td>
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<td>Nature, Resources, and the Human Condition: Perspectives on Environmental History</td>
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<td>Justice and the Political</td>
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<td>Past as Prelude: Thinking Historically</td>
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<td>IDSEM-UG 1614</td>
<td>Narrating Seduction: The Tale of Genji</td>
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<td>IDSEM-UG 1627</td>
<td>Green Design from Geddes to Gore</td>
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<td>IDSEM-UG 1628</td>
<td>Think Big: Global Issues and Ecological Solutions</td>
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<td>IDSEM-UG 1646</td>
<td>Fractured States: Border Crossings, Divisions and Partitions</td>
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<tr>
<td>IDSEM-UG 1647</td>
<td>Visual Narrative: Reading Ancient Art</td>
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<td>IDSEM-UG 1648</td>
<td>Environment and Development in Africa</td>
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<td>The Music of Poetry and the Poetry of Music</td>
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<td>From Memory to Myth: The Mighty Charlemagne</td>
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<td>The Task of the Curator: Translation, Innovation and Intervention in Exhibitionary Practice</td>
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<td>Environmental Psychology: Place and Behavior</td>
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<td>Darwin and Ethics</td>
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<td>Spies Like Us? Cold War Science as the Ultimate National Security Threat</td>
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<td>Exploring Frontiers and Fictions of Science</td>
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<td>The Concept of Race in Society and History</td>
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<td>IDSEM-UG 1661</td>
<td>Total War, Terror and Critique</td>
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<td>IDSEM-UG 1662</td>
<td>Critical Cultural Theory: Benjamin and Adorno on Culture and Modernity</td>
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<td>IDSEM-UG 1663</td>
<td>The Egyptian Revolution and Its Culture</td>
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Omens and Oracles: Reading the Future and Retaining the Past in Early China

From Medieval Manuscripts to Graphic Novels

Dangerous and Intermingled I

Advanced Writing Courses

Note: students may take Fiction Writing, Advanced Fiction Writing, The Art and Craft of Poetry and Advanced Poetry Writing two times.

Writing about Performance
Writing about Popular Music
Writing about Film
Freelance Writing
Creative Nonfiction
The Art of the Personal Essay
Only Connect: Strategies for Writing
The Letter as Literature
Ripped from the Headlines: Current Events in Fiction
Oral Narratives: Stories and Their Variations
Writing for Late Night Television: Monologue, Jokes, Bits, and Sketches
Crafting Short Fiction from the Sentence Up
Reading and Writing the Short Story
Fiction Writing
Advanced Fiction Writing
The Art and Craft of Poetry

Arts Workshops

Note: students may take any Arts Workshop two times.

First-Year Arts Workshop: Adaptation, Performance and Analysis
Something to Sing About: Acting in Musical Theater
Oral History, Cultural Identity and the Arts
Site-Specific Performance: Art, Activism and Public Space
Integrating Mind and Body in the Performing Arts
The Art of Play
The Art of Choreography
Making Dance: Space, Place and Technology
Rudiments of Contemporary Musicianship
Songwriting
Drawing and Painting
Rites of Passage into Contemporary Art Practice
Walls of Power: Public Art
The Public Square: From Concepts-to Models-to Monuments
ARTS-UG 1485  Beyond Picture Perfect: Personal Choice in a Digital World
ARTS-UG 1565  Playwriting
ARTS-UG 1570  Writing for the Screen I
ARTS-UG 1571  Writing for Television I
ARTS-UG 1603  Mapping as a Spatial, Political and Environmental Practice
ARTS-UG 1604  Native American Film and Video: Performing Self-Representation through Media
ARTS-UG 1623  Green Design and Planning
ARTS-UG 1626  Good Design: Scale
ARTS-UG 1635  Digital Art and New Media
ARTS-UG 1652  Creating a Magazine: From Inspiration to Prototype

*Community Learning Initiative*

CLI-UG 1444  Lyrics on Lockdown
CLI-UG 1445  Shifting Focus I: Video Production and Community Activism
CLI-UG 1453  Gentrification and Its Discontents
CLI-UG 1460  Literacy in Action

*Individualized Projects*

INDIV-UG 1701  Private Lesson
INDIV-UG 1801  Internship
INDIV-UG 1901  Independent Study
INDIV-UG 1905  Senior Project
INDIV-UG 1925  Tutorial

*Winter 2012*

*Interdisciplinary Seminars*

IDSEM-UG 1542  Motown Matrix: Race, Gender and Class Identity in “The Sound of Young America”
IDSEM-UG 1685  Reading, Performing and Creating James Joyce’s Finnegans Wake

*Travel Course*

TRAVL-UG 9700  Culture, Development and Globalization in India
Spring 2012

**First-Year Research Seminars**

FIRST-UG 701  
First-Year Research Seminar: The Lure of Beauty

FIRST-UG 702  
First-Year Research Seminar: Imagining Cities

FIRST-UG 706  
First-Year Research Seminar: Coming Home: Contemporary Narratives of Return

FIRST-UG 709  
First-Year Research Seminar: Language and the Political

FIRST-UG 712  
First-Year Research Seminar: Art and the Dream Life

FIRST-UG 715  
First-Year Research Seminar: The Surreal Thing

FIRST-UG 719  
First-Year Research Seminar: The Writer in International Conflicts

FIRST-UG 722  
First-Year Research Seminar: Popular Religion and Popular Culture in North America

FIRST-UG 724  
First-Year Research Seminar: Questions of Travel

FIRST-UG 725  
First-Year Research Seminar: Writing History

FIRST-UG 727  
First-Year Research Seminar: Sense and Consensus

FIRST-UG 730  
First-Year Research Seminar: Adventure Narratives

**New Student Research Seminar**

FIRST-UG 801  
New Student Research Seminar: Myths and Fables in Popular Culture

**Interdisciplinary Seminars**

IDSEM-UG 1043  
The Image: History of Mass Media II

IDSEM-UG 1059  
Disease and Civilization

IDSEM-UG 1103  
Pride and Power

IDSEM-UG 1116  
Fate and Free Will in the Epic Tradition

IDSEM-UG 1181  
A Sense of Place

IDSEM-UG 1193  
Culture as Communication

IDSEM-UG 1211  
Buddhism and Psychology

IDSEM-UG 1238  
The Anatomy of Love

IDSEM-UG 1256  
The Novel and Society: Victorian Britain

IDSEM-UG 1280  
Revisioning the Classics

IDSEM-UG 1294  
Philosophy of Medicine

IDSEM-UG 1298  
Ecology and Environmental Thought

IDSEM-UG 1300  
Militaries and Militarization

IDSEM-UG 1303  
Self-Fashioning in Literature, Art and Film

IDSEM-UG 1306  
Critical Social Theory: The Predicament of Modernity

IDSEM-UG 1324  
Baseball as a Road to God

IDSEM-UG 1337  
Beyond the Invisible Hand: The History of Economic Thought

IDSEM-UG 1339  
Foucault: Biopower and Biopolitics

IDSEM-UG 1341  
Metaphor and Meaning

IDSEM-UG 1342  
Language, Globalization and the Self
IDSEM-UG 1672 Postmodern Religious Thought
IDSEM-UG 1674 The Politics of Food
IDSEM-UG 1675 Popular Dance and American Cultural Identity
IDSEM-UG 1676 Gender and Consumption
IDSEM-UG 1677 Feeling Theory
IDSEM-UG 1678 Masters of Japanese Cinema
IDSEM-UG 1679 Japanese Cinema, 1960s
IDSEM-UG 1680 The Global Citizen?
IDSEM-UG 1681 Myth and Migration
iDESEM-UG 1682 What Is Global About Gender?
IDSEM-UG 1683 Manuals in Early China
IDSEM-UG 1684 Indigenous Culture and Cultural Authenticity
IDSEM-UG 1800 Third Year Symposium

Advanced Writing Courses
Note: students may take Fiction Writing, Advanced Fiction Writing, The Art and Craft of Poetry and Advanced Poetry Writing two times.

WRTNG-UG 1024 Magazine Writing
WRTNG-UG 1026 Lives in Brief
WRTNG-UG 1075 The Montage is the Message
WRTNG-UG 1330 Writing on Borderlines
WRTNG-UG 1333 Writing the Family
WRTNG-UG 1336 Writing Your Ancestry
WRTNG-UG 1510 Writing Comedy
WRTNG-UG 1536 The Short Story: A Workshop on Revising
WRTNG-UG 1550 Fiction Writing
WRTNG-UG 1555 Advanced Fiction Writing
WRTNG-UG 1560 The Art and Craft of Poetry
WRTNG-UG 1564 Advanced Poetry Writing

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

ARTS-UG 1012 Acting: Rehearsing the Play
ARTS-UG 1019 His Advice to the Players: Shakespeare in Performance
ARTS-UG 1027 Performing the Self in Society
ARTS-UG 1050 Performing Stories: East Meets West
ARTS-UG 1106 The Knowing Body: Awareness Techniques for Performers
ARTS-UG 1115 Creative Arts in the Helping Professions
ARTS-UG 1208 Postmodern Dance
ARTS-UG 1306 Advanced Contemporary Musicianship
ARTS-UG 1316 Playing Jazz
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ARTS-UG 1350</td>
<td>The Transformation of Music in a Century of Electronica</td>
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<td>ARTS-UG 1405</td>
<td>Drawing and Painting</td>
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<td>ARTS-UG 1425</td>
<td>Discovering Manhattan: Drawing and Painting in the Spirit of the Modern Art Pioneers</td>
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<tr>
<td>ARTS-UG 1431</td>
<td>Of Fire and Blood: Art-making, Culture and Mythology in Mexico</td>
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<td>ARTS-UG 1440</td>
<td>Technology, Art, and Public Space</td>
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<td>ARTS-UG 1480</td>
<td>Photograph New York, Create Your Vision</td>
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<td>ARTS-UG 1572</td>
<td>Writing for Television II</td>
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<td>ARTS-UG 1610</td>
<td>Video Production: First Person, Present Tense</td>
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<tr>
<td>ARTS-UG 1616</td>
<td>Green Design</td>
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<td>ARTS-UG 1621</td>
<td>Architectural Design and Drawing</td>
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<td>ARTS-UG 1627</td>
<td>Good Design: Habitation</td>
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<td>ARTS-UG 1645</td>
<td>Activating Art</td>
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<td>ARTS-UG 1655</td>
<td>Innovations in Art Publications</td>
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**Community Learning Initiative**

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<th>Course Title</th>
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<tr>
<td>CLI-UG 1422</td>
<td>Cultural Mapping for Social Change</td>
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<tr>
<td>CLI-UG 1447</td>
<td>Urban Policy and Neighborhood Change</td>
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<td>CLI-UG 1460</td>
<td>Literacy in Action</td>
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<td>CLI-UG 1464</td>
<td>Shifting Focus II: Video Production and Community Activism</td>
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<td>CLI-UG 1466</td>
<td>Policy, Community and Self</td>
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**Individualized Projects**

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<th>Course Title</th>
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<td>Private Lesson</td>
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<td>INDIV-UG 1801</td>
<td>Internship</td>
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<td>INDIV-UG 1901</td>
<td>Independent Study</td>
</tr>
<tr>
<td>INDIV-UG 1905</td>
<td>Senior Project</td>
</tr>
<tr>
<td>INDIV-UG 1925</td>
<td>Tutorial</td>
</tr>
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</table>

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

**Buenos Aires**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>IDSEM-UG 9401</td>
<td>Tango and Mass Culture</td>
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<tr>
<td>WRTNG-UG 9401</td>
<td>Creative Writing: Argentina, Travel Writing at the End of the World</td>
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<td>Location</td>
<td>Course Code</td>
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<td>Florence</td>
<td>IDSEM-UG 9001</td>
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<td>IDSEM-UG 9002</td>
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<td>ARTS-UG 9001</td>
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<td>Ghana</td>
<td>INDIV-UG 9701</td>
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<td></td>
<td>INDIV-UG 9618</td>
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</table>
Registration, Matriculation and Attendance

I. REGISTERING FOR CLASSES

Registration Timetable
Fall term registration for freshmen occurs during freshman orientation at Gallatin, usually held during 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. In addition to recording their course selections, this form helps students and their advisers calculate their degree progress, and it also asks students to describe their short- and long-term goals, their academic interests and areas of concentration and their plan for completing the degree. Before a student is permitted to register each semester, the student’s adviser must approve the Plan of Study.

Cross-School Registration
Gallatin students may take courses in many of the schools, departments and programs of NYU. 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:

No more than 31 units in business courses can count towards the Gallatin degree. This includes courses in the Stern School, the McGhee Division in the School of Continuing and Professional Studies and those transferred from other colleges and universities.

Some courses in the School of Continuing and Professional Studies do not count toward the Gallatin degree.
**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 to register. Students should be advised that Gallatin will not clear a student for registration without the adviser’s approval.

**Albert**

Students who have been cleared to register are expected to enroll in classes through NYU’s Web-based registration and information system, Albert, via NYUHome at [http://home.nyu.edu](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.

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

**Registration Deadlines**

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

**II. CHANGING THE COURSE SCHEDULE**

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

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

Dropping Courses
Students who plan to remain enrolled in classes but who wish to drop one or more courses are able to perform this function on Albert while the Registration 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 page 112.

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 150.

Students receiving financial aid are expected to maintain satisfactory academic progress toward degree requirements. See page 151 for more information about “Eligibility for Financial Aid.” 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 before dropping courses.

### 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>
</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>
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<td>11-12 weeks</td>
<td>Last day of the seventh week of the session</td>
</tr>
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<td>13-14 weeks</td>
<td>Last day of the ninth week of the session</td>
</tr>
</tbody>
</table>

**Drop/Adds and “Even Exchange”**

If a student drops a course and adds another course of the same unit value during the first two weeks of the fall or spring semester, or by the end of the first week 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 first week of classes for the six-week summer sessions, students are charged full per-unit tuition for adding courses in place of withdrawn courses of equal value. Therefore, students should consult with the Office of the Bursar before attempting to withdraw from one course and add another course.

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 UNITS PER TERM

Students may register for a maximum of 18 units per fall or spring semester and a maximum of 8 units 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 unit 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 unit maximum only in rare circumstances. Students enrolling for more than 18 units in fall or spring will be assessed additional tuition charges (see pages 146-147 for fee scale).

Permission to take 19 or 20 units 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 units in a fall or spring term, or more than 8 units 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.

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 units of course work per term. Students who register for 11 units or fewer during these terms are considered part time.

Students should go to the Office of the Bursar’s Web site 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 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.

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 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, a student must request permission from both his or her adviser and the department offering the course before being permitted to register. Graduate courses count toward the 128 units 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 units earned in graduate-level courses may be applied toward the Gallatin School M.A. program as transfer credit, providing that the units earned are in excess of those used to meet the requirements for the undergraduate degree. Students must request that their course work be reserved for graduate credit at the time 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-unit course at another institution may not be the equivalent of a 4-unit course at NYU. Students should be aware that they are not permitted to transfer more than 64 units into Gallatin.

Students may take no more than one-fourth of their Gallatin program through concurrent registration. In addition, students must fulfill the residency requirement by taking their last 32 units 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 units.

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 units, will send notice to the University Registrar.

**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 (MAINT-UG). 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 146-147 for the fee schedule.

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 units 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 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 for the policies and procedures for obtaining housing.

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 pages 110-112, 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 more information about the grade of “W,” see pages 112 and 122.

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 148.

Students receiving financial aid are expected to maintain satisfactory academic progress toward degree requirements. For more information, see “Eligibility for Financial Aid” on page 151. 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 113). Because withdrawing from courses could affect a student’s full-time status, all international students should consult with the Office for International Students and before withdrawing from courses.

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.

<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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<td>2 weeks</td>
<td>Sixth day of the session</td>
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<td>3 weeks</td>
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<td>4 weeks</td>
<td>First day of the third week of the session</td>
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<td>5 weeks</td>
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<td>8 weeks</td>
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<td>9-10 weeks</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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</table>
Academic Standards and Graduation

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 unit hours completed (quality hours). For example: a student who has completed 8 units of A (4.0), 4 units of B (3.0), and 3 units of C (2.0) has a grade point average of 3.33. This is obtained by first determining the total of all grade points earned by adding 8 (units of A) x 4 (the point value of A), 4 (units of B) x 3 (the point value of B), and 3 (units of C) x 2 (the point value of C). The total, 50, represents the total of all grade points earned. This sum is then divided by 15 (the total number of unit 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 126-128) for information on official warning and probationary policies.
Course Withdrawal (W)

The grade of W indicates an official withdrawal of the student from a course and cannot be assigned by the course instructor. Students should refer to the Web site of the Office of the 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 (pages 118-119) for information on the regulations and procedures for withdrawing from all courses in a given semester and/or withdrawing completely from Gallatin.

Students receiving financial aid: Grades of W can negatively affect a student’s satisfactory academic progress required for aid eligibility. For more information on Satisfactory Academic Progress, 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 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 on Satisfactory Academic Progress, 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 non-graded 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 units) 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 foundation requirements, the Senior Project, any Gallatin travel courses (with the prefix TRAVL-UG, TRAVL-GG, K55 or K95), nor for any language courses taught at NYU sites abroad (Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, Tel Aviv).

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. Pass/Fail Grade Option forms must be submitted online 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 filing deadlines for all sessions, refer to the chart below. 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.

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<tr>
<th>Length of course</th>
<th>Last day to file or revoke a pass/fail option</th>
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<td>1 week</td>
<td>Third day of the session</td>
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<td>9-10 weeks</td>
<td>Last day of the sixth week of the session</td>
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</table>
**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.

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

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

**Enrollment and Graduation Verification**

You can view/print your own enrollment certification directly from Albert using the integrated National Student Clearinghouse student portal. This feature can be accessed from the “Student Center” link on the Albert homepage. Eligible students are also able to view/print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of your status as a good student (based on your cumulative GPA). 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 semes-
ter, they (1) have earned a grade point average of 3.850 or higher; (2) have completed 12
or more graded units 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 dis-
ciplinary 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 recipi-
ents 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 can-
didates, 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 grad-
uating 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 units 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-unit 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 units 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-unit 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 units 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 units 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 stu-
dent’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 indi-
cate 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 prohib-
ited from taking a course on a pass/fail basis; taking a course outside of NYU; or register-
ning for independent studies, tutorials, internships or private lessons. The letter may also
indicate the maximum number of units 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**

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

**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 in courses or maintain matriculation during the academic term 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 gener-
al information about graduation on the Office of the Registrar’s Web site 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 program 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 units 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 units 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

ADMISSION CREDENTIALS

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 137–139.

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 the Gallatin Web site.

Campus Visits and University Information Sessions. All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and to attend a University–wide information session and classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process or academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center at 50 West Fourth Street. The Office of Undergraduate Admissions holds information ses-
sions and conducts campus tours, Monday through Friday, except during University holidays, and on selected Saturdays each fall. Visit the undergraduate admissions Web site at admissions.nyu.edu or call 212-998-4524 to make an appointment for an information session and tour.

Information on visiting classes can be obtained at the Jeffrey S. Gould Welcome Center. Although interviews are not available, a visit to the campus is strongly recommended. It is suggested that reservations be made well in advance of your visit.

**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**

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.

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.

For first-year students, a mandatory three-day orientation is held in late June, during which students register for fall semester classes. For transfer students, mandatory one-day orientation sessions are scheduled at the start of the fall and spring semesters.

For more information, visit the Gallatin Web site.

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 page 140.
**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. Units 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.

*Please note:* Gallatin students may take up to 31 units of business courses. This includes courses in the Stern School of Business, the School of Continuing and Professional Studies and those transferred from other colleges and universities.

**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. Units toward the degree are 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 units toward their Gallatin degree. Included in this maximum are all units earned prior to admission, as well as any non-NYU units a student may be approved to take after matriculation at Gallatin. Please note: All Gallatin degree candidates must complete a minimum of 64 units 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 units toward their Gallatin degree. Included in this maximum are all units earned prior to admission, as well as any non-NYU units a student may be approved to take after matriculation at Gallatin. Please note: all Gallatin degree candidates must complete a minimum of 64 units after matriculation at Gallatin and must satisfy all other degree requirements.

Please note: Gallatin students may take up to 31 units of business courses. This includes courses in the Stern School of Business, The McGhee Division in the School of Continuing and Professional Studies and advanced standing from other colleges and universities.
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 units 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 units 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, avail-
able 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 official 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 international students at www.nyu.edu/oiss/documents/tutorialHome/index.htm.

See also Office for International Students and Scholars, page 167.

**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 in graduate-level courses and are not eligible for financial aid or University housing.

**NYU 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.

**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 or
- Three AP exam scores (one in literature or the humanities, one in math or science and one nonlanguage 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 137, 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.
Please note: The maximum number of units 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.

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 examinations scores can be used to serve as a prerequisite for more advanced courses directly upon matriculation.

Please note: The maximum number of units 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.

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 units allowed toward the requirements of the School shall not exceed 32 units 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.
**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. Units 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.

**Placement Examinations**

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

<table>
<thead>
<tr>
<th>Advanced Placement Examination</th>
<th>Grade</th>
<th>Units</th>
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<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>4</td>
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<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
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<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
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<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
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<tr>
<td>Chinese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>8</td>
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<tr>
<td>English Language</td>
<td>4</td>
<td>5</td>
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<td>English Literature</td>
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<tr>
<td>Environmental Science</td>
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<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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<tr>
<td>Italian Language and Culture</td>
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<tr>
<td>Japanese Language and Culture</td>
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<td>Latin Literature</td>
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<td>Latin: Vergil</td>
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<td>4</td>
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<tr>
<td>Macroeconomics</td>
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<td>Microeconomics</td>
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<td>4</td>
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<tr>
<td>Music Theory</td>
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<td>Physics B</td>
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<td>5</td>
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<tr>
<td>Physics B</td>
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<td>Physics C-E&amp;M</td>
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<tr>
<td>Physics C-Mech.</td>
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<td>5 or 3</td>
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<tr>
<td>Politics (U.S. Government and Politics)</td>
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<td>Politics (Comparative Government and Politics)</td>
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<td>Psychology</td>
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<td>Spanish Language</td>
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<td>Studio Art</td>
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<tr>
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<tr>
<td>World History</td>
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</tbody>
</table>
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

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2011-2012. 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. See the Bursar Office Web site for more information.

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 refund 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 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

Full-Time Undergraduate Students
Tuition, 12 to 18 points, per term ........................................................... $19,672.00
Nonreturnable registration and services fee, per term............................ $1,131.00
For each point taken in excess of 18, per point, per term
(includes a nonreturnable registration and services fee of $61.00 per point) ..... $1,220.00

Other Students
Tuition, per point ......................................................................................... $1,159.00
Fall term 2011: nonreturnable registration and services fee, first point $418.00
Fall term 2011: nonreturnable registration and services fee, per point,
for registration after first point ................................................................. $61.00
Spring term 2012: nonreturnable registration and services fee, first point $432.00
Spring term 2012: nonreturnable registration and services fee, per point,
for registration after first point ................................................................. $61.00
Students entering in the fall of 2012 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 [2011-2012]
Full-time students automatically enrolled1,2; all others can select:
Annual .............................................................................................................. $1,614.00
Fall term ........................................................................................................... 623.00
Spring term ..................................................................................................... 991.00
(coverage for the spring and summer terms)
Summer term ................................................................................................ 437.00
(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 ............................................................................................................. $2,513.00
Fall term ......................................................................................................... 970.00
Spring term ................................................................................................... 1,543.00
(coverage for the spring and summer terms)
Summer term ................................................................................................ 679.00
(only for students who did not register in the preceding term)

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 acceptable
health insurance).
**Stu-Dent Plan**

Dental service through NYU’s College of Dentistry [2011-2012]

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

**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 (nonrefundable) $1,000.00
- Undergraduate application fee (nonreturnable) ....................... $70.00
- Maintenance of matriculation, per term ................................. $75.00

**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 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
• Without a previously unsatisfactory University credit record
• Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50.00, which is to be included with the initial payment on the payment due date.

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

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

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

TUITIONPAY PLAN

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

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables 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 and spring TuitionPay plans. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to TuitionPay. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar.

Dropping Courses and Refund of Tuition

Students who drop courses after the session begins may be liable for all or a portion of the tuition and/or fees for the courses. See the refund schedule for more information. For information on how to officially drop a class, see Dropping Courses, page 111. Merely ceasing to attend a class does not constitute an official drop or withdrawal, nor does noti-
ification 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 below) is defined as the first four calendar weeks of the fall and spring semesters or the first eight calendar days of a six-week summer session from the date on which the course is officially dropped. For information on how to officially drop a class, see Dropping Courses, page 111. 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 “Eligibility for Financial Aid” on page 151.

**Tuition Insurance**

NYU encourages all students to purchase tuition insurance in case a withdrawal after the refund period becomes necessary. Please contact A.W.G. Dewar, Inc.; 617-774-1555; www.collegerefund.com, for more information.
## REFUND 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** ........................................... 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.
New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines.

**The Office of Financial Aid Online**

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

**How to Apply**

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

- **February 15** Fall semester—new freshmen.
- **November 1** Students beginning in spring semester.
- **March 1** All other students (including summer sessions).

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

**Eligibility for Financial Aid**

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Financial aid awards are not automatically renewed each year. Continuing students must submit the FAFSA each year, continue to demonstrate financial need, make satisfactory progress toward degree requirements and be in good academic standing.
Please consult “Eligibility for Financial Aid” at www.nyu.edu/financial.aid for current details (see Policies in the lower right column of the home page).

Withdrawal
Students receiving federal student aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

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

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

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

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

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 1-800-433-3243 to 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 immediately to the NYU Office of Financial Aid.

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

**Gallatin Scholarships**: Sponsored and administered by New York University, these scholarships are awarded to students on the basis of financial need and academic achievement. To apply, students should 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.

- **Dean’s Scholarships** are small tuition awards administered by the Gallatin School. These scholarships are awarded to undergraduate students who have a 3.0 GPA or better, no incomplete grades on their records and who have a current FAFSA on file that shows financial need. 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 the Gallatin Application for Supplemental Scholarship Aid (available on the Gallatin Web site).

**Other Financial Resources for Students**

- **The Herbert Rubin Creative Writing Award** is presented 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 Undergraduate Research Fund** (GURF) is available to enrolled Gallatin undergraduate students to cover some of the costs of research associated with a proposed research project. For more information and application procedures see the Gallatin Web site.
• **The Dean’s Conference Fund** provides support for any enrolled student at Gallatin (undergraduate or graduate) to attend or present at a professional conference. Awards are made on a reimbursement basis. Apply online on the Gallatin Web site.

• **The Dean’s Award for Summer Research** was created to encourage advanced Gallatin undergraduates to pursue an original research or creative project related to their concentration. The award provides a stipend of $2,500 to support projects carried out over the summer months. Applicants must be rising or current juniors with at least one semester remaining at NYU at the time of application. For more information and application procedures, see the Gallatin Web site.

• **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. More information and application procedures are available on the Gallatin Web site.

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

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

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

**LOAN PROGRAMS**

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

**STUDENT EMPLOYMENT**

*Wasserman Center for Career Development.*

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

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation and personal expenses.
Resident Assistantships. Resident assistants reside in the residence halls and are responsible for organizing, implementing and evaluating social and educational activities. Compensation is room and/or board, and/or a stipend. Applications and further information may be obtained from www.nyu.edu/life/living-at-nyu.html

TUITION REMISSION

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

EMPLOYEE EDUCATION PLANS

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

OPTIONAL PAYMENT PLANS

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

STUDENT RESPONSIBILITIES

• To be considered for most financial aid at NYU, be sure to complete the Free Application for Federal Student Aid by the deadline applicable to you. The best way to file is online at www.fafsa.gov. Once complete, be sure to review the results (known as the Student Aid Report, or SAR) and make changes or corrections if necessary.
• Use NYU Albert at albert.nyu.edu to accept your financial aid awards.
• If you submit documents to the Office of Financial Aid, please put your University I.D. number on each page and keep a copy for yourself. Do not submit originals.
• Be certain that you understand the conditions of the awards you accept. Contact the Office of Financial Aid if you have any questions.
- Adhere to deadlines and satisfactory academic progress standards. The Office of Financial Aid will send reminders, but it is the student’s responsibility to know and adhere to the information.
- Notify the Office of Financial Aid immediately if you receive an award or financial aid from any other source. A change in your resources may affect your eligibility for student aid.
- Respond immediately to all requests from the Office of Financial Aid. Failure to comply may result in the cancellation of your aid.
- Consult with the Office of Financial Aid immediately if you reduce your academic program to fewer points, or if you are enrolled full time (at least 12 points) but intend to begin part time (less than 12 points). Also contact the Office of Financial Aid if there is a change in your housing status. A change in enrollment or housing status may affect the financial aid you receive.
- Be sure to notify the Office of the University Registrar if you move by updating your contact information via NYU Albert at albert.nyu.edu. We use the records of the Office of the University Registrar to administer financial aid.
- Remember that you must reapply for financial aid each year. The NYU entering freshman deadline for filing the FAFSA for the following academic year is February 15. Continuing students and graduate students should consult www.nyu.edu/financial.aid for financial aid deadlines. Failure to meet the NYU deadline may result in a reduction of your aid eligibility.
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 Coffee House Series furnishes a space for Gallatin students, faculty 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.
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 many 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 Gallatin Business Club (GBC), Gallatin Photography Club (gPhoto), Gallatin Theater Troupe, Gallatone, Journal of Global Affairs, Students of Color Alliance (SOCA) and the Gallatin Rag. 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.
Gallatin Civic Engagement

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

CREDIT-BEARING COMMUNITY SERVICE ACTIVITIES

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

Community Learning Initiative
Gallatin’s Community Learning Initiative (CLI) is described under Crossing Curricular Boundaries (page 25). For many CLI courses, students engage in group community projects as part of their course work and receive academic credit both for their engagement and reflection on the work.

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

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

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

NYU COMMUNITY SERVICE OPPORTUNITIES

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

**Activities, Facilities and Resources**

**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

ALUMNI ACTIVITIES

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

ATHLETICS

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

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

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

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

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.nyudining.com

DISABILITIES, SERVICES FOR STUDENTS WITH

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

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/shc

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/shc/about/insurance.html

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

HOUSING

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

Office of Off-Campus Housing
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.scps.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: cmepr@nyu.edu
Web site: www.cmepr.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES

Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-741-1274
Web site: washingtonsqaurecatholic.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.icnyu.org

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

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

SAFETY ON CAMPUS

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

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

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

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

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

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

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

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

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

*See Washington Square Campus map and key for specific addresses.