CORE CURRICULUM

NYUAD’s Core Curriculum forms the heart of our mission to provide an international student body with an outstanding, expansive education. The Core draws on the diversity and cultural wealth of the world’s traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities, Engineering, Science, and Social Science. It offers Core Competencies that will help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. It fosters modes of thinking and habits of mind central to well-rounded intellectual development and to global citizenship and leadership.

The NYUAD Core consists of:

- 2 Core Colloquia, each of which addresses a significant global challenge from multidisciplinary perspectives
- 4 Core Competency Courses, one each in:
  - Arts, Design, and Technology
  - Cultural Exploration and Analysis
  - Data and Discovery
  - Structures of Thought and Society

All students are also required to take at least one course designated as filling a Quantitative Reasoning (Q) requirement, one that fills an Experimental Inquiry (E) requirement, and one that fills an Islamic Studies (X) requirement. These will be drawn from courses across the curriculum and may also count toward other requirements, such as the Core, a major, or a minor. For the most up-to-date list of courses that fulfill the Q, E, and X requirements, please consult the NYUAD website.

The guiding principles of the Core Curriculum include:

- Small, discussion-based seminars: 10–18 students
- Sustained interaction with faculty
- Global diverse perspectives
- Big ideas and transformative works of human thought and invention
- Foundational modes of thinking
- Significant emphasis on writing and effective communication

All Core courses develop students’ abilities to formulate precise questions and arrive at well-reasoned and effectively communicated conclusions. These skills are essential not only to complement students’ advanced coursework in their majors but also to help them think deeply about themselves and the world we share.

The values central to the Core Curriculum underscore the fact that an NYUAD education consists of much more than preparation for a profession; the Core aims to cultivate habits of mind that allow students to navigate the ethical complexity of a rapidly changing, increasingly global society. We cannot assume we are “global citizens” simply by virtue of living in an international environment. Learning to ask and approach profound questions from a variety of viewpoints and cultivating the ability to exchange views about the major challenges of our time requires practice and deliberate attention. The Core Curriculum offers repeated occasions to develop these skills and habits, which should help prepare students for meaningful lives of intellectual curiosity and civic engagement.

Core Curriculum Courses

Core Curriculum courses vary from year to year. A significant variety in each category is on offer every semester.

Colloquia

Core Colloquia are small, discussion-oriented seminars designed to help students deepen their understanding of significant global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. Taught by faculty from all divisions, these seminars offer multidisciplinary, global perspectives and substantively engage two or more of the Core Competencies. Core Colloquia explicitly aim to nurture civic awareness fundamental to global citizenship and leadership by developing students’ abilities to grapple with the complex conceptual and ethical dimensions of global issues, to communicate respectfully across cultural difference, and to devise problem-solving strategies. Colloquia are fourteen-week courses taught in Abu Dhabi. Students are required to take two Core Colloquia, one of which should be taken during the first year. Numerous Colloquia are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

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<td>Faith in Science, Reason in Revelation</td>
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</table>
Arts, Design, and Technology courses include a creative component and teach students to think critically and work creatively toward innovations in arts practice, design and engineering, creative writing, data visualization, programming, and performance. Numerous Arts, Design, and Technology courses are offered every term. The courses specified below are offered periodically, typically each year in the semester indicated.*

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<td>Memoir and Anti-Memoir: Experiments in Text and Image</td>
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<td>User Experience Design: Identifying and Solving for Human Needs</td>
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</table>
The semester indicated.

Courses specified below are offered periodically, typically each year win

Cultural Exploration and Analysis courses are offered each term. The

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J-Term courses in Cultural Exploration and Analysis often focus on a

ability to navigate differences to establish cross-cultural understanding. 

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Cultural Exploration and Analysis

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<td>Documenting the Climate Crisis from the Inside Out</td>
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<td>Have a Seat</td>
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<td>Today We Wrote Nothing</td>
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<td>The City and the Writer: New York City and Abu Dhabi</td>
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### Cultural Exploration and Analysis

Cultural Exploration and Analysis courses pursue understanding and appreciation of diverse cultural forms and perspectives, and foster the ability to navigate differences to establish cross-cultural understanding.

J-Term courses in Cultural Exploration and Analysis often focus on a deep engagement with multiple cultures in a single global site. Numerous Cultural Exploration and Analysis courses are offered each term. The courses specified below are offered periodically, typically each year win the semester indicated.

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<td>Once Upon a Time: Folk and Fairy Tales Reconsidered</td>
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### Data and Discovery

Data and Discovery courses develop the ability to use experimental and quantitative methods to understand the world. Numerous Data and Discovery courses are offered every term. The courses specified below are offered periodically, typically each year in the semester indicated.

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<td>The Multilingual City: Linguistic Diversity in the UAE and Beyond</td>
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<td>CDAD-UH 1056J</td>
<td>Sexual and Reproductive Health: A Case Study of Uganda</td>
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**Core Curriculum**

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<td>Shame and Shamelessness: The Craft of Confessional Writing</td>
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<td>The City and the Writer: New York City and Abu Dhabi</td>
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CCEA-UH 1119J Law, Film, and Society 4
CCEA-UH 1135JX Post-Ottoman Worlds and Beyond: Memory of the Past and Imagining the Future 4
CDAD-UH 1020EJ Challenges in Global Health 4
CDAD-UH 1039EQ Search 4
CDAD-UH 1046EQ Infectious Diseases: Preventing and Stopping Epidemics 4
CDAD-UH 1060EJ Researching Peace 4
CDAD-UH 1067Q Epidemiology for Global Health 4
CDAD-UH 1070J Sustainable Urban Transportation Planning for the 21st Century 4
CSTS-UH 1004J Science in Flux: The Galilean Revolution 4
CSTS-UH 1006 Thinking 4
CSTS-UH 1007Q Chance 4
CSTS-UH 1008 Birth of Science 4
CSTS-UH 1009 Theory of Everything 4
CSTS-UH 1010 Astronomy & Cosmology: From Big Bang to Multiverse 4
CSTS-UH 1012 Wealth of Nations 4
CSTS-UH 1014 Gender and Globalization 4
CSTS-UH 1015 Legitimacy 4
CSTS-UH 1016 Ideas of the Sacred 4
CSTS-UH 1017 Revolutions and Social Change 4
CSTS-UH 1021EQ Boundaries 4
CSTS-UH 1024J Sovereignty 4
CSTS-UH 1029J Idea of the University 4
CSTS-UH 1030J Global Perspectives on Inequality 4
CSTS-UH 1031 Why Is It So Hard to Do Good? 4
CSTS-UH 1033J Culture and Context in Psychology 4
CSTS-UH 1036 Progress in Science 4
CSTS-UH 1039 Property 4
CSTS-UH 1040 Slavery and Freedom in Comparative Perspective 4
CSTS-UH 1041J Ideology 4
CSTS-UH 1043 Great Divergence 4
CSTS-UH 1049 Concepts and Categories: How We Structure the World 4
CSTS-UH 1052X History and the Environment: The Middle East 4
CSTS-UH 1053 Understanding Urbanization 4
CSTS-UH 1053J Understanding Urbanization 4
CSTS-UH 1055J Is Liberalism Dead? 4
CSTS-UH 1059X Urban Violence: The Middle East 4
CSTS-UH 1060 Religion and Philosophy 4
CSTS-UH 1064J Well-Being and the Design of the Built Environment 4
CSTS-UH 1067 Moving Target 4
CSTS-UH 1074 Refugees, Law and Crises 4
CSTS-UH 1076 What’s Property (For?) 4
CSTS-UH 1077 Law and Politics 4
CSTS-UH 1086J Nation and Empire 4
Writing Program

The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. The Writing Program has designed a curriculum to meet the needs of individual students through a blend of writing courses and one-on-one consultations in the Writing Center.

All students must complete a semester-long writing seminar in their first year. The First-Year Writing Seminar (FYWS) introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The First-Year Writing Seminar lays a foundation for continued practice in university-level thinking and writing. In addition to taking the First-Year Writing Seminar, all NYUAD students will receive extensive writing and communication practice in Core courses and will come to learn that each discipline has its own conventions for advanced writing in specific fields.

Students are invited to complete a self-directed Writing Diagnostic and Survey prior to course registration. The diagnostic experience of reading, writing, and reflecting on the writing process will help students,
in collaboration with their advisors, strategize when to take the FYWS to maximize the impact of the course on their learning. For instance, students who feel they need more time to practice college-level writing may choose to take the Writing Seminar in the fall of their first year, while students who feel more prepared may wait to take their FYWS in the spring semester of their first year.

The First-Year Writing Seminar

Each FYWS is designed around a topic that serves as a vehicle for academic inquiry. The seminar uses thematically organized content to foster student inquiry and intellectual engagement, and to model excellence in thinking and writing. Students engage with a variety of texts, learn how to analyze ideas and express complex arguments, and complete assignments that range from shorter reviews and editorials to longer persuasive analytical essays. Each written essay is the result of a progression of structured exercises with an emphasis on drafting and revision strategies. Students work collaboratively, learning to offer appropriate and constructive feedback through class discussion, peer workshops, tutorials, and one-on-one writing conferences with faculty.

To ensure a unified and consistent experience for students, all sections of the First-Year Writing Seminar share a set of common goals. Students will be introduced to rhetorical knowledge; critical thinking, reading, and composing skills; a range of composing and communication processes; and an awareness of disciplinary conventions. In the First-Year Writing Seminar students learn to:

- Read and analyze a range of complex written, visual, empirical or performative texts.
- Conceptualize and express complex claims based in evidence.
- Document sources according to scholarly conventions.
- Write for a scholarly audience.
- Attend to style, grammar, and proper usage in academic English.

All First-Year Writing Seminars ask students to write three essays of increasing complexity (in draft and final form) over the course of the term, culminating in an inquiry-driven research paper and oral presentation. Courses typically begin by working on the art of close analysis of texts and ideas related to the course themes. In the second paper students use a variety of sources to make evidence-driven arguments. In the last portion of the class, students conduct library research on a topic that interests them and then write a research paper that makes an argument supported by evidence drawn from the sources they have gathered and analyzed. Finally, all students will make oral presentations about their work at various stages of their research and writing process.

**First-Year Writing Seminars**

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<td>FYWS: Power and Ethics in Photography</td>
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<td>FYWS: Saving Strangers: Debates about Humanitarian Intervention</td>
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<td>FYWS: The Politics of Spectacle</td>
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<td>FYWS: Living Cities</td>
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