

SPRING 2017

COLLEGE NEWS

Newsletter of NYU College of Arts and Science

VICE DEAN'S LETTER

Welcome to Spring semester 2017! A special welcome to our new transfer students!

Many of you by now have heard the bittersweet news that our Dean Gabi Starr has been appointed as the 10th president of Pomona College. Some of her leadership accomplishments during her six years as dean are highlighted on the following page. CAS and NYU owe her a profound debt of gratitude for her contributions to our College, both as dean and by her own shining example: thanks to her, we are better scholars, better citizens, better human beings. Although we will miss her terribly when she steps down this summer, we wish her well in her new role.

For many, the time between fall and spring semester was a well-earned time for rest, spent with family and friends. But for some, it meant intensive January term courses, more popular than ever. Of special note, Political Science Professor Patrick Egan taught a new course at NYU Washington D.C. on the 2016 Presidential Election, which finished by attending the inauguration of a new president.

Away from the Square, 300 CAS Presidential Honors scholars took a break from their research pursuits and traveled to several of NYU's study away sites, including Florence, Accra, Berlin, Prague, Paris, Madrid, Buenos Aires, and Abu Dhabi. I was lucky enough to meet with a group of scholars visiting Buenos Aires, touring stunning cultural sites, trying *alfajores*, and learning about the origins of tango dancing.



300

CAS PRESIDENTIAL
HONORS SCHOLARS

Make no mistake, a chance to get involved in research is one of the most valuable opportunities a first-rate university can offer. This issue of the newsletter highlights CAS research, both at the faculty level and at the undergraduate level. Also, mark your calendars on May 5 for the Undergraduate Research Conference, where our undergraduate scholars will present the results of their research.

Congratulations to our physics students: the NYU chapter of the Society of Physics Students has been named an Outstanding Chapter, a rare honor. We should also be proud that 5 of the *Washington Square News* list of the 10 most influential NYU students are from CAS—students who inspire us with their leadership and service. Speaking of leadership and service, see inside this issue for a celebration of two highly valuable programs that are an integral part of the CAS community: Proud to Be First and the Academic Achievement Program.

I'm looking forward to seeing graduating seniors at Radio City Music Hall for our 2017 Baccalaureate Ceremony! In the meantime, drop by for a Dean's Open Hour for free food, or any time, just to chat. I'd love to hear about your successes and your setbacks, and in general, what it's like to spend part of your precious time here at CAS.



Best wishes for the semester.

Chris Barker
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INSIDE  Proud to Be First, Profiles of Research, CAS Summer in Berlin

FAREWELL TO DEAN GABI STARR

Reflecting on Dean Starr's Accomplishments

This past December, Dean G. Gabrielle Starr formally accepted the position of President of Pomona College in Claremont, CA, where she begins in July 2017. Gabi concludes six years of service as dean. During that time she established the College Cohort Program, a co-curricular initiative to promote community, service, and academic exploration, as well as to engage alumni in mentorship of undergraduates. Furthering the mandate of creating strong communities, she launched the Upstander campaign to counter the bystander effect by training students to work together to respectfully and honestly engage in challenging circumstances and conversations. In her service to the University, she has led the task forces on equity, diversity, and inclusion as well as sexual assault and relationship violence. Her commitment to community engagement extended beyond campus, most notably in her drive to help create a cross-university prison education program offering an A.A. degree to men in a medium security prison. Similarly, she established a pipeline program in STEM fields linking NYU to the largest community college in NYC. All of this while

actively pursuing her scholarship and regularly teaching a freshman seminar! We have all benefited from her remarkable talents and she leaves the College set on a strong foundation. We will sorely miss her genuine warmth and compassion that made her so well loved and respected on campus. 🍷



Dean Gabi Starr (right) at 2016 CAS Baccalaureate with Dean Tom Carew (left) and NYU President Andy Hamilton

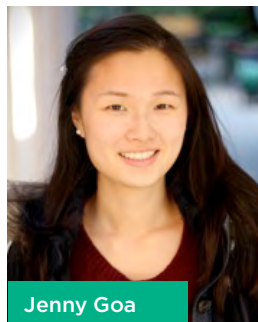
PROUD TO BE FIRST

Leadership and Peer Mentorship

The foundation of the Proud to Be First program is peer mentorship. Each participating CAS student is paired with a mentor who plans meetings, events, workshops, and helps connect students to College and University resources, faculty, alumni, and staff.

Jenny Goa (CAS '18) is one of our outstanding mentors. Jenny is a Biology major from Queens, NY who is planning to attend graduate school and work as a biological scientist. She is a research assistant at NYU's developmental genetics lab and Brother of Alpha Phi Omega. She shares her experiences:

"As a first generation college student, I am most proud of my efforts to always do better despite hurdles and setbacks. Growing up, I learned from my parents the values of hard work and resilience. As immigrants, my parents' jobs involved menial labor, and they understood that to provide comfortable lives for my brother and me hard work was essential. As I grew older, I became intrinsically motivated to do better when I began to understand that education is empowering. Engaging in education



at NYU, equipped me with the necessary knowledge and skills for a better career. Although there may be times in which my best may not ensure the results I want, I will still rest easy knowing that I tried my hardest. My desire to always reach for excellence has become a way in which I approach the world—how I resolve conflicts with friends and how I improve my flaws. Moreover, my desire to do better also drives my hunger for knowledge. Throughout my time here at NYU, I've come to realize how important it is to stay curious about topics in school."

"During college, there are many times when the pursuit of a good grade in a class may dampen the learning process. However, the most enjoyable classes will not always be the ones I excelled in, but rather the ones I consistently stayed engaged. It is personally valuable to persevere through rigorous classes because doing so pushed me to delve into the subject entirely. Whether it is going to office hours or discussing problems with classmates, I find that asking questions made me more excited about the course and more curious to know more. Steve Jobs was right when he advised the Stanford University graduates of 2005 to "Stay hungry, stay foolish." Cultivating a curious mind is critical in maintaining a meaningful life, as learning extends far beyond four years in college." 🍷

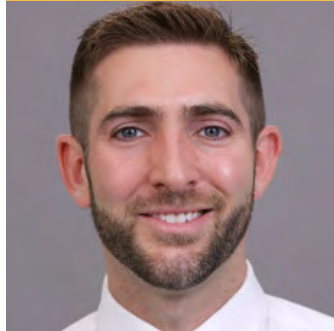
FACULTY PROFILE

Technology-Enhanced Teaching

Deena Engel is Clinical Professor of Computer Science and Craig Kapp is Clinical Associate Professor of Computer Science. Winners of the 2016 CAS Teach/Tech Award, Professors Engel and Kapp have been working together to use technology to improve the teaching and learning experience for them and their students.



Deena Engel, Craig Kapp



How have you brought technology into your course, CSCI-UA 2, Introduction to Computers and Programming?

CK: We've developed a comprehensive series of self-paced learning modules, on-line units, that students do on their own time. They are short video units, each about five minutes, recorded and narrated by us, and closed-captioned for students with disabilities. Each unit goes through the basic processes needed to work with a particular concept. They include samples of code, images, and diagrams... [and] code units where students can practice concepts in their web browser and test

their knowledge as they go. So we've built an interactive textbook, really, that students work through on a weekly basis. They do the modules over the weekend and then take a short quiz before class.

DE: We want them to come to class prepared, having done their reading, having been in the module, having experimented with the code, having thought about the concept.

CK: Then we spend that class going over those concepts and more. That frees us up for that second class meeting to have an in-class programming studio. We could very easily stop with that technological advance and say "We're done now, we only have to meet once a week." But really, the advance has enabled us to know these students and to push them to go further. We have found the students are much more prepared to have a more in-depth discussion of the concepts.

How has technology influenced your classroom teaching?

CK: This semester we built an interactive classroom unit right into our website. So we can deliver quizzes and polls to the class and in real time visualize this information. I find that I'll ask students a question about a concept; they'll all nod their heads that they understand. Then I'll have them all fill out a short quiz about the concept, two seconds, right in the moment, and then I can see that maybe 40% of the students didn't understand. So we'll go back and revisit it.

Those students who were a little too afraid to speak up now don't have to self-identify and we can make sure that we're all on the same page.

DE: And it doesn't impact the grade.

How has bringing technology into the classroom changed that experience for students?

CK: Over the years we've seen that the students who've done best in this class were the ones that programmed the most on their own. So by building these online modules and freeing up that time in class, we're giving students that hour-and-fifteen minute opportunity to experience that joy of getting something to work and that a-ha moment that's building up their confidence. We did this as a way to liberate more time so that we could get on to deeper problems. The technology was a tool we could use to allow that to happen.

DE: You might ask, now that we have all this technology, can't students just do this as an online course? My answer is: "Totally on the contrary." Attendance is much better. But we have also increased the use of human resources in the classroom. We have tutors and TAs so that there's a lot of collaboration and interaction that supplements the technology. We are not replacing the human teaching process. We allow the working relationships between tutors and students and between us and students to be better supported.

CK: You get to meet students and catch problems before they become really big issues and they're coding. We can start to spot these small problems.

How has this all been received by students?

DE: Well, last spring, I taught a pilot section of fifty-six students. On the last day of class they lined up to hug me goodbye! So I'm figuring that that is some indicator that the relationships we can build with students in class is pretty great. As small as the smallest class I've ever taught is—I think thirty-five students—I know my students now much, much better, because I spend one day a week walking in between the aisles saying, "How are you doing?" "What can I help you with?" "Oh, you're running into this problem? Let's talk about it, let's workshop it out." 🍷



Now that we have all this technology, can't students just do this as an online course? My answer is: "Totally on the contrary."

CAS ALUMNI

Interview with Marnie Stern (CAS '97)

We recently chatted with Marnie Stern (CAS '97), electric guitar player in The 8G Band on *Late Night with Seth Meyers*. She spoke about her experience at NYU, being named to *Elle* magazine's list of the "12 Greatest Female Electric Guitarists," and her experiences performing on late night TV and touring internationally as a singer-songwriter.

What was your experience like at NYU?

I started in Tisch School of the Arts for Acting but, after the first semester, I switched to CAS to study journalism for a more well-rounded education. I'm still very close with all of my NYU friends, and it's been 20 years so that's saying a lot. I have a lot of fond memories in the dining hall and in the dorms.

When did you start playing music?

I started at NYU, kicking around some open chords and working on songwriting. I played some open mics in the West Village during college.

You have four albums under the Kill Rock Stars label. When did you know that you wanted to be a singer-songwriter?

I knew definitively after graduation. I realized that I had to choose something to do that I loved. And I started playing shows in the East Village for small amounts of money.

Any favorite tour experiences?

I really enjoyed opening up for The Flaming Lips in 2011. Each tour is different and similar at the same time. I've had a great time in Scandinavia, playing the Roskilde Festival in Denmark (one of the largest music festivals in Europe and the largest in Northern Europe), and of course touring the US.

What has been your most rewarding artistic achievement?

There have been a lot. I've been lucky enough to tour such amazing places as China and Turkey. I've played amazing festivals like Primavera Sound in Barcelona and ATP (All Tomorrow's Parties) in Butlins, England. I've been fortunate enough to be put on a bunch of best of lists over the years also, which has been great.

Congratulations on being named to *Elle* magazine's "12 Greatest Female Electric Guitarists" list and *SPIN* magazine's "100 Greatest Guitarists of All Time." How did the recognition change your life or your career at that time?

It didn't really change my career at all. It did, however, make my family proud.

The Late Night with Seth Meyers' house band, The 8G Band, was called "Late Night's Indie Band" by *Brooklyn Magazine*. What is it like performing on television five nights a week?

It's very different than anything else I've done. Playing on TV is a new skill that I'm happy to have learned. Overall, it's incredibly fun and incredibly stabilizing for a musician whose life has been so transient in the past.



Marnie Stern

What has been your experience as a woman in the male-dominated field of electric guitar?

There have, of course, been a few assumptions made over the years. I've had male sound technicians ask me if I wanted a stool and an acoustic guitar, as though I was a traditional singer-songwriter type. But overall, I haven't run into much sexism.

You have said that you don't read your own press. Why?

Writing music is so personal and when you read reviews of your work, it can be discouraging. I prefer to stay in my own cocoon and keep pushing forward.

What musicians inspire you?

David Bowie and Bruce Springsteen are two that come to mind.

Can we look forward to another Marnie Stern album soon?

Yes! I've been working on one for a long time. Hopefully it will be coming out soon! 🍷

Keep in touch and stay connected with CAS Alumni Relations! Phone: (212) 998-6880 or email: cas.alumni@nyu.edu. Follow us on Twitter ([@artsandscience](https://twitter.com/artsandscience)) and Instagram ([nyuartsandscience](https://www.instagram.com/nyuartsandscience)). Interested in participating as an alumni mentor? Please fill out this online form: <https://goo.gl/aCR5Vg>

PRESIDENTIAL SCHOLARS TRIP

CAS Scholars Travel Abroad Over Winter Break

Students participating in the Presidential Honors Scholars Program have the opportunity to develop research skills and enrich their academic and cultural experience in the College. Scholar seminars are led by teams of faculty, graduate students, and CAS advisors. Each January, scholars explore the historical and cultural diversity of NYU sites abroad. This year 300 CAS scholars traveled to NYU sites in Abu Dhabi, Accra, Berlin, Buenos Aires, Florence, Madrid, Paris, and Prague. These trips allow students to engage in discussions and lectures, connect with members of the community, and visit historical sites and museums. 🇺🇸



Sand surfing in Abu Dhabi



François-Mitterrand Library in Paris

COLLEGE COHORT PROGRAM

CAS Welcomes Spring 2017 Transfer Students

We welcomed over 125 external transfer students at the Spring 2017 CAS Transfer Orientation. Orientation began with a welcome by Vice Dean Chris Barker, and a student speaker, Isaac Geovanis-Schwartz, who transferred to CAS in Fall 2016 and now serves as the current Transfer Representative on CAS Student Council. Both presenters echoed the

value of each transfer student's experiences and the diversity they bring to our university, as well as the importance of continuing to take risks and getting involved at NYU.

Involvement was the theme of orientation, including info sessions from offices such as the Wasserman Center for Career Development and Study Away, as well as discussions with student leaders and previous transfers at the Student Round Tables and Transfer Student Mixer.

In addition to the Transfer Orientation Volunteers, CAS student leaders and previous transfers guided new transfers throughout the two-day orientation. There were CAS student participants from the Transfer Student Association, Transfer Ambassadors, Commuter Assistants, and CAS Student Council—all eager to share their stories and meet their new peers. Orientation provided students a great opportunity to learn about CAS policies and academic requirements, and also the endless resources and possibilities available as a CAS student. 🇺🇸



INTERNATIONAL TEAM

Update and Activities

The CAS Advising International Team has an active spring semester of exciting programming for international students. Here is a selection of events and programs:

Visit to the China Institute (February 23) exhibit “Art in a Time of Chaos: Masterworks From Six Dynasties China, 3rd-6th Centuries.” The trip will include an introductory video, a gallery talk, and an art workshop on Chinese ink and brush painting.

Washington DC Spring Break Trip (March 11-13): International students will join students from the Academic Achievement Program (AAP) and the Proud to Be First Program to tour Washington DC. The trip will provide an excellent chance for interested students to learn more about the US Capitol and to connect with peers.

Annual CAS International Photo Contest (April 2017): The annual contest highlights the global experiences and creativity of our students. Ten winners will be selected to receive a gift certificate. In addition, winning photographs will be enlarged and framed for display on the walls of the Class of '29 Lounge (Silver 907).

CAS International Student Mentor Program: The Mentor Program provides a chance for new student Mentees to connect with returning student Mentors. Also included are group-focused activities and creating videos that highlight the international student experience in CAS and at NYU.

Sakura Matsuri at the Brooklyn Botanical Garden (April 28): The International Team and the CAS International Student Club (ISC) will celebrate the arrival of spring by viewing the cherry blossoms at the lovely Brooklyn Botanical Garden.

CAS International Student Club (ISC) Elected Board Elections: The ISC will hold elections for the 2017-18 E-Board in late April. We encourage all CAS international students passionate about contributing to run for a position! 🇺🇸



Astor Chinese Garden Court, The Met

CAS EVENTS

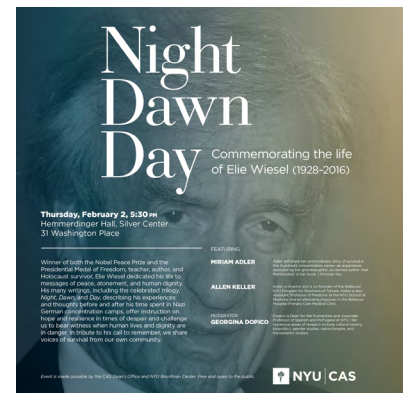
Spring 2017 Line-Up

Co-curricular programming is an essential part of the unique CAS education experience. The College supports our students with opportunities to interact with great thinkers, artists, members of the business community, and government leaders. A small sampling:

Night Dawn Day: Commemorating the Life of Elie Wiesel

Winner of the Nobel Peace Prize and the Presidential Medal of Freedom, teacher, author and Holocaust survivor Elie Wiesel (1928-2016) dedicated his life to messages of peace, atonement, and human dignity. In collaboration with NYU's Bronfman Center for Jewish Life, CAS presented a panel

with Miriam Adler, a survivor of Auschwitz and Dr. Allen Keller, Director and a co-founder of the Bellevue/NYU Program for Survivors of Torture, moderated by NYU Dean for the Humanities Georgina Dopico. The commemoration also featured giant window installations of Wiesel quotes, and an interactive project, Notes of Hope, in which students affixed a post-it note of hope or affirmation to a window in their classroom or residence.



Bentson Dean's Lecture: The Death of Free Speech on Campus?

Professor Robert Cohen, a professor of history and social studies in NYU Steinhardt's Dept. of Teaching and Learning, with an affiliated appointment in NYU's History department, explores the state of free speech on campus as the media and critics report and distort it, as students experience it, and how it looks in historical perspective, also considering ways that colleges and universities can enhance freedom of speech.

The Irving H. Jurow Lecture: General John Allen

SAVE THE DATE: Wednesday, April 5, 2017

The College's premiere annual lecture, the Jurow is designed to bring leading public intellectuals and cultural figures to campus and to demonstrate to our faculty, students, alumni, and the community-at-large the centrality of the Liberal Arts in academics. This year's speaker, General John Allen, will discuss, among other topics, how current and future events—such as food security—will shape the lives of our NYU community.

College of Arts and Science Class of 2017 Baccalaureate Ceremonies, Radio City Music Hall

SAVE THE DATE: Thursday, May 18, 2017

For more info: <http://seniors.cas.nyu.edu/page/baccalaureate> 🇺🇸

ACADEMIC ACHIEVEMENT PROGRAM

Building Success One Student at a Time

The Academic Achievement Program (AAP) continues to thrive and expand. Started over 28 years ago, AAP provides community, leadership development, and academic support to Black, Latino, Native American, and other underrepresented students who are motivated to achieve at the highest levels. This year we welcomed over 100 new members, including first-year and transfer students. As a testament to the effectiveness of the program and the caliber of our students, three AAP members were named NYU's 2017 Most Influential Students. They are Michael Frazier and Tyler Benjamin from Gallatin and Joseph Onwughalu from Stern.

While the program encompasses over 300 members largely from the College of Arts and Science, AAP is home to students from across the university. This year we officially expanded AAP's Big Brother, Big Sister Mentorship Program to include students from the Stern School of Business. Through this collaboration, new incoming Stern students had the opportunity to be paired with an upper class mentor already involved in AAP. The program was very successful, culminating with an end-of-semester dinner attended by over 80 mentors and mentees, as well as administrators from CAS and Stern. The event allowed students to celebrate new bonds and their academic achievements throughout the semester.

Thanks to the tireless work of AAP student staff and committee members, AAP is strengthening the way students can develop in community, academics, and leadership. In recognition of the impactful work our students are doing

to create academic and communal spaces for students of color across campus, NYU President Andrew Hamilton joined the October 17th Rap Session discussion where students discussed representation and diversity. The Rap Session and the Games Day committee host well-attended weekly events providing students with an open forum to explore the opinions and perspectives of others or a chance to relax and de-stress through various games.

AAP's Events Committee and PR Committee have played a vital role this semester by planning the AAP Leadership Retreat and the annual K.I.N.G.S. banquet. This year's leadership retreat took place October 21-23 and was a fun way for students to build bonds with their fellow AAP members. Over the course of the weekend, students had a great time taking part in team-building and leadership activities. This year's K.I.N.G.S. banquet took place November 11, honoring men of color within the NYU community selected by AAP members for having a profound impact on their lives and communities. This event was timely, given recent events faced by communities of color across the nation and on campus. 🍷



Three AAP members were named NYU's 2017 Most Influential Students.



NYU President Andrew Hamilton joins AAP's October Rap Session

PROFILES OF RESEARCH

CAS Students on Research Experiences

Undergraduate research in CAS comes in all shapes and sizes. Students dig through archives, conduct sociological surveys, and perform experiments in cutting edge labs. Here, we profile three recipients of a Dean's Undergraduate Research Fund (DURF) grant: Junior Jack Burling Nebe (Philosophy and Politics), Senior Isabella Schumann (International Relations and Art History), and Senior William Goedel (Global Public Health/Sociology).

JACK BURLING NEBE received a DURF grant for his project, "Ordering a Genocide: Scales of Representation and Hierarchies of Memory in the (Re) construction of Germany's 'Völkermord' in Namibia," conducted under the guidance of Professor Michael Shenefelt (Liberal Studies).



Jack Burling Nebe

How did you first become involved in your current research project?

As a child growing up in Swakopmund, Namibia, I remember several school visits to the local museum. A decade later, as an adult thinking back to those visits, I couldn't recall a single exhibit relating to the Herero/Nama genocide—an atrocity which had been ordered by the German colonial government between 1904 and 1907, and had played out, in large part, around the town of Swakopmund. When I returned to the museum in 2015, a quarter of a century after Namibian independence, I was shocked to see that indeed there never had been—and still wasn't—any reference to the genocide. This triggered my investigation into how Namibia's places of public memory—its museums, national monuments and archives—curate and exhibit the country's past. From an initial bewilderment at a continuing lack of public information on the genocide, my research developed into wider questions around the ethics of historical and cultural representation and the power of public institutions to influence and define "memory".

What did you enjoy most about your undergraduate research experience?

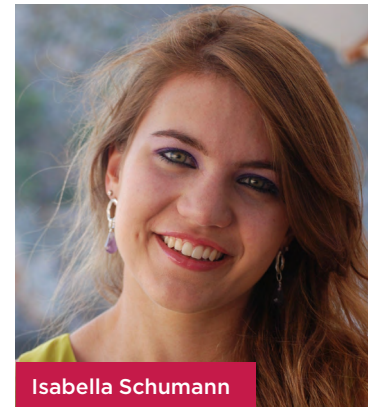
My project took me on long research trips to remote parts of eastern Namibia, and then west through the Namib Desert—the oldest desert in the world—to the country's most southerly coastal towns. During these trips, I interviewed local historians, school principals, village elders and local politicians, sometimes with the help of an interpreter, and was really encouraged by their interest and support for my research. They didn't just answer my questions, but provided me with new ways of thinking about my project and different angles from which I could approach it.

How has your DURF grant helped you with your research?

Because the grant funded my research trips across the

country and allowed me to spend sufficient time in the field, I had the opportunity to discover undocumented monuments and markers of the genocide, and to gather more information about barely documented sites of activity. Also, the process of applying for the DURF meant that I had a very clear idea of how I intended to conduct my research, and what I could and could not afford to do. I'd certainly encourage other students to take this path.

ISABELLA SCHUMANN received DURF grants for her Art History thesis, "Porto-Alegre and France: A New Approach," with Professor Edward Sullivan (Art History) and her International Relations thesis, "Electoral Gender Quotas and Closing the Gender Gap," with Professor Alastair Smith (Politics).



Isabella Schumann

How did you first become involved in your current research project?

During my sophomore year, I was approached by one of my art history professors who suggested that I write a departmental thesis. The more I thought about it, the more excited I became to embark on that challenge.

I have always been interested in the connections between art and politics, so I immediately started looking into topics that fit that interest. I stumbled upon a nineteenth-century Brazilian artist, Manuel de Araújo Porto-Alegre, with strong ties to France, and I became enthralled with exploring his work for my Art History thesis. When the fall semester of my senior year began, I knew I wanted to explore the effect of gender on leadership roles. Given the political climate in September 2016, I decided that I wanted to investigate the relationship between gender quotas and female empowerment for my International Relations thesis.

What have you enjoyed most about your undergraduate research experiences?

Being able to work with inspiring and intelligent mentors such as Professor Alastair Smith and Professor Edward Sullivan. Through them I have learned about how to approach two very different subjects for research and how to manage the different type of work that comes with the projects. I

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have also enjoyed being able to dive into these subjects and see new ways to approach them and analyze them. My mentors have constantly challenged me to think beyond the obvious and explore all of the possible perspectives and connections that exist within a topic.

How has your research experience shaped your postgraduate plans?

Before starting my projects, I had no plans to continue on an academic, research path following NYU. Now, I am seriously considering pursuing a PhD and further exploring one of the topics that I have started investigating. There is something incredibly rewarding about participating in the research process.

How has your DURF grants helped with your research?

My DURF grants have been vital to both of my research projects. One of my grants helped fund a trip to Brazil to be able to conduct in-person research of the paintings and documents pertaining to Porto-Alegre. Without that trip, I would not have had the opportunity to see those works in person and that is essential for an art history project. My DURF grants have also gone towards income replacement, since I had to give up a semester of paid work in order to complete the projects.

Would you encourage other students to pursue an undergraduate research experience?

I definitely would (and do) encourage other students to consider undergraduate research and apply to the DURF. Research is incredibly enriching to me personally, since you are in control of a large-scale project, but also useful professionally. Being able to talk about my research projects to potential employers, mentors, and coworkers is a way to showcase my passions and my ability to consider them critically.

WILLIAM GOEDEL has received nine DURF grants for projects related to the health of LGBT populations around the world. Most recently, he received three grants for projects focused on PrEP usage among young men in New York City who have sex with men, all conducted under the guidance of Professor Dustin Duncan (NYU School of Medicine).



How did you become involved in your current research project?

I began working at the NYU School of Medicine in the Department of Population Health as a research assistant under Dr. Dustin Duncan in the Spatial Epidemiology Lab at the end of my first year at NYU in June 2014. Broadly

speaking, the Spatial Epidemiology Lab studies how the neighborhood contexts we experience in our daily lives affect health. Unfortunately, in many cities, not all neighborhoods are created equally, so we look at how inequalities in exposure to neighborhood characteristics affect inequalities in health outcomes. As a sixth-generation New Yorker, the diversity of city's neighborhoods is readily apparent to me, but this work allows me to study how to make neighborhoods in New York City and many other cities around the world help or hurt the health of their residents. Most of my work with the group has focused on the health of gay and bisexual men around the world.

Has your research experience shaped your postgraduate plans?

These research experiences completely changed what I thought I wanted to do. Coming to NYU after high school, I knew I liked science and thought about becoming a physician. However, research experiences here and at other institutions have shown me the flexibility of the skills you acquire as a researcher. Working in the Spatial Epidemiology Lab in particular allowed me to explore my interests in HIV prevention and the health of LGBT populations around the world. I'm starting a PhD in epidemiology in the fall after graduation and these experiences have definitely prepared me well to begin the next phase of my education after graduation.

How has your DURF grant(s) helped you with your research?

The DURF grants have been instrumental in funding entire projects that I'm able to conceptualize, design, and implement on my own. I've been able to pilot test new methods to advance our abilities to measure health behaviors and their contexts. For example, one of the most recent grants I've received funded a pilot project testing whether or not GPS devices were acceptable and feasible for studying mobility and exposure to different neighborhoods among a sample of transgender women. Given that transgender women face numerous health disparities and there are no existing studies assessing the effects of neighborhoods on health in this population, I was able to advance the literature in a meaningful way. In public health and medicine, it's easy to focus on statistics, but I like to remember that there's always a human side to them.

Do you feel you've benefited from research experience?

I think I've learned how to ask better questions and design studies that start to give me the pieces to answer those questions. I hope that one day we'll see an end to the HIV epidemic and we'll see equity in health for all and working towards those two goals is incredibly fulfilling for me. Through my research experiences, I can help advocate for policies and practices that will improve the health and well-being of LGBT people in our country and around the world. It's incredible to know that your individual work can be part of something so much bigger than yourself. I would absolutely encourage other students to pursue an undergraduate research experience. 🍷

CAS STUDENT COUNCIL

Strengthening the CAS Legacy

During the fall semester, CAS Student Council programmed an array of diverse and successful events. We will start the spring semester of 2017 with amazing new events and initiatives. My name is Ximena A. Tellez (CAS '19), and as the Student Body President of the College of Arts and Science, I am excited to have Student Council continuing and strengthening the CAS legacy.

Our Vice President, Hamza Muhammad (CAS '17), is helping to oversee the Class Boards and making sure the CAS students play an active role during Violet 100, NYU's spirit week. He will continue to meet with the Class Presidents, who work with the Class Boards, and make sure the events are properly planned and assist with their questions. We will be participating in the All-University Games during Violet 100 this year and we are striving to continue to increase the student participation. Our theme will be CAS On the Beat and with our participants, our amazing theme, and our competitiveness we will win the trophy for the College!

Our Class Presidents William Wang (CAS '17), Sana Husain (CAS '18), Tan Islam (CAS '19), and Jonathan Kohan (CAS '20) are in the peak of hosting and planning events. Some events to look out for are events that have become traditions such as career networking events and CASino night, as well as other events such as a Silent Disco and different service events targeted to each class.

The Community Service Chair, Radhika Nadig (CAS '17) is planning service events to engage CAS students in giving back to the community and focusing on Relay for Life. Transfer Student Representative Isaac Schwartz (CAS '19) has been and will continue to work with the Transfer Student Association to unify Transfer students in CAS.

Alumni Relations Chair Heather Minton (CAS '17) and Curriculum Chair Jay Gupta (CAS '19) will continue to bridge

the gap between students and alumni, and students and faculty, respectively. Both are planning events to create opportunities for students to meet and interact with alumni and faculty in a casual, welcoming environment. These opportunities will allow students to seek mentorship and advice.

Club Council Chair Himi Das (CAS '17) is currently working on building communication for the CAS Club system. He will continue to help with co-sponsorships and communication during cross-collaboration. Secretary Lauren Nazarieh (CAS '18) is in the midst of planning CAS Formal. We have secured a formal location and she is excited to make sure every CAS Student will have an enjoyable time.

Senator Amanda Ezechi (CAS '17) and Advocacy Chair Max Pau (CAS '19) are working on an online platform #NYUProblems which will allow students to submit issues and concerns they have. They will work with other offices and councils to connect these issues and concerns with administrators to provide helpful responses to the inquirer. We are exploring partnerships to improve the infrastructure, accessibility, and depth of the platform.

We would like to welcome Treasurer Genesis Bellot (CAS '18) and Alternate Senator Allie Monck (CAS '20) to Student Council this semester and we are excited to work with them.

We're looking forward to working with other Student Councils across NYU and continuing to work with Stern as part of our Debate Union Series. We hope to make cross collaboration between schools a tradition. We are very proud of our work and cannot wait to work with students to achieve even more. Stop by a General Assembly meeting (Tuesdays at 7pm, Heights Alumni Lounge) and follow us on Facebook ([NYU CAS Student Council](#)) and Twitter ([@NYUCASSC](#)) to hear more and join in on the fun! 🎉



Senior Class Board's Comedy Night (left); CAS and Stern Student Council's Town Hall Debate (right)

CAS SUMMER IN BERLIN

A Cultural Extravaganza

In the hip Prenzlauer Berg neighborhood, housed in the architecturally distinct Kulturbrauerei complex (literally ‘Culture Brewery’) on Schönhauser Allee, Summer in Berlin students from across NYU and other universities critically engage with the city and its history in a six-week academic experience. The program is led by Professor Thomas



Academics are enhanced by multiple excursions that build on classroom lectures.

students take two immersive classes. They can choose from German language offered at all levels, to history, sociology and CORE courses that introduce the ideas and events that have shaped modern Germany. While not required for participation, language courses provide individualized attention, ample practice to increase fluency, and may help students fulfill graduation requirements. On a recent visit, the Elementary German I students showcased their skills in a Sprechen activity, displaying an enviable knowledge

Ertman, NYU Associate Professor of Sociology and Academic Director of the College Core Curriculum. Each year, Professor Ertman and dedicated NYU Berlin instructors support participants as they capitalize on the city’s many museums, art exhibits, vibrant neighborhoods, parks, and architecture to explore the city’s rich cultural history and Germany’s place in post-war, 21st century Europe. During the six-weeks,

of German acquired in just a few weeks with Kien Englisch, Kiene Pause.

As with other CAS Summer Abroad programs, academics are enhanced by multiple excursions that build on classroom lectures. Berlin is often described as a city in transition, a city of memory and memorializing, and students certainly experience this phenomenon firsthand with visits to the Brandenburg Gate, art galleries on Museum Island, and many public memorials. Walking tours to explore the remnants of Third Reich buildings and the Berlin Mauer bring history to life as students discuss course readings with faculty in situ. Participants also have the opportunity to explore further afield with trips to Frederick the Great’s Potsdam, Goethe’s Leipzig, and a weekend excursion to Prague. In Kafka’s hometown, among the pristinely preserved medieval edifices of Old Town, students gain a comparative perspective of three cultures—German, Czech and Jewish—while considering the broader European context. With access to the state-of-the art NYU Berlin facility, excellent course offerings, and the friendly help of knowledgeable staff, students are able to leverage Berlin’s many resources for a truly unique academic encounter.

David Bowie famously described Berlin as “the greatest cultural extravaganza that one could imagine,” and Summer in Berlin certainly leaves one with this impression. For your unforgettable study abroad experience, check out Summer in Berlin or one of the other exciting CAS Summer Abroad programs: <http://www.nyu.edu/summer/abroad/cas>.



Kulturbrauerei complex, home of NYU Berlin

IMPORTANT DATES

Monday, March 13–Sunday, March 19
Spring recess

Friday, March 31
Last day to Withdraw from a course
Last day to elect or revoke Pass/Fail

April 2017
Registration for fall 2017 courses

Monday, May 8
Last day of classes

Tuesday, May 9
Reading day

Wednesday, May 10–Tuesday, May 16
Examination period

Wednesday, May 17
NYU Commencement (tentative)

Thursday, May 18
CAS Baccalaureate Ceremony