Northwestern | QATAR

Undergraduate Catalog
2026–2027

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Purpose of the Catalog

This catalog contains Northwestern University regulations and information about degree programs and academic resources offered at Northwestern University in Qatar. Northwestern's 12th school and only overseas campus is based in Education City, Doha, Qatar. In addition to liberal arts instruction, the school offers Bachelor of Science degrees conferred by the Medill School of Journalism, Media, Integrated Marketing Communications and the School of Communication.

Failure to read this catalog does not excuse a student from knowing and complying with its content. Northwestern University reserves the right to change-without notice-any statement in this catalog concerning, but not limited to, rules, policies, tuition, fees, curricula and courses. The reader is cautioned that Northwestern University is undergoing a review of proposed modifications to the curricula and courses provided at NU-Q. While the printed catalog contains the latest information available as of printing, including the proposed modifications, the ongoing review may require further changes. In exceptional circumstances, Northwestern University reserves the right, at its sole discretion, to waive any documentation normally required for admission. It also reserves the right to admit or deny a student admission whenever it believes that it has sufficient evidence for the decision.

Northwestern University prohibits discrimination on the basis of actual or perceived race, color, religion, creed, national origin, ethnicity, caste, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, reproductive health decision making, height, weight, or any other class of individuals protected from discrimination under federal, state, or local law, regulation, or ordinance or any other classification protected by law in the matters of admissions, employment, housing or services or in the educational programs or activities it operates, as required by Title IX of the Education Amendments of 1972; Title III of the Americans with Disabilities Act of 1990, as amended in 2008; Section 504 of the Rehabilitation Act of 1973; Title VI and VII of the Civil Rights Act of 1964; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; and any other federal, state, or local laws, regulations, or ordinances that prohibit discrimination, harassment, and/or retaliation.

About Northwestern University in Qatar

Launched in August 2008, the Northwestern University in Qatar campus in Education City, Doha offers the Northwestern University Medill School of Journalism Bachelor of Science degree program in journalism and the Northwestern University School of Communication Bachelor of Science degree program in communication. Liberal Arts courses are also available at Northwestern University in Qatar.

Northwestern University in Qatar is a partnership with the Qatar Foundation for Education, Science and Community Development, located in Doha. The independent, private, nonprofit, and chartered organization was founded in 1995 by Sheikh Hamad Bin Khalifa Al-Thani, the Father Emir of Qatar. The mission of the foundation "is to prepare the people of Qatar and the region to meet the challenges of an ever-changing world, and to make Qatar a leader in innovative education and research." Chaired by Sheikha Mozah Bint Nasser, consort of the Father Emir, the Qatar Foundation includes more than 30 member organizations that are committed to excellence in education, scientific research and community development, Education City, the Qatar Foundation's flagship project and home to Northwestern University in Qatar, aspires to be a center of excellence in education and research that will help transform Qatar into a knowledge- based society.

Northwestern University in Qatar is also a partner with the five other American universities located in Education City:

- Carnegie Mellon University in Qatar: offering undergraduate degree programs in computer science, business administration and information systems.
- Georgetown University School of Foreign Service in Qatar: offering a major in international politics, leading to a Bachelor of Science in foreign service degree.
- Texas A&M University at Qatar: offering undergraduate programs in electrical, mechanical, chemical and petroleum engineering.
- Virginia Commonwealth University in Qatar: offering undergraduate degree programs in graphic, interior and fashion design.
- Weill Cornell Medicine- Qatar: offering a six-year integrated program of study leading to an MD degree.

Northwestern University in Qatar students can cross-register for courses at these other schools.

The Undergraduate Experience

Adhering to the same standards as Northwestern's Evanston, Illinois campus, NU-Q provides an educational and extracurricular environment committed to excellent teaching, innovative research, creative achievement, and the personal and intellectual growth of its students. NU-Q is a place in which faculty and staff work closely with students and with each other, and where students at all levels interact as part of an innovative and technologically sophisticated learning community.

Northwestern's emphasis on effective communication, regardless of the field of study, fosters the ability to think analytically and write and speak clearly and persuasively. At the heart of Northwestern education is the belief that a solid foundation in the Liberal Arts is essential, regardless of one's future plans.

In both its academic and extracurricular programs, Northwestern encourages students to obtain a broad understanding of the world in which they live, and to cultivate the habits of critical inquiry,

creativity and reflection that characterize the educated person. Toward this end, students are encouraged to pursue independent study, internships, research, and other school activities in addition to their traditional coursework.

Northwestern graduates are exceptionally well prepared for academic and career success, and many become leaders in their fields, accomplished individuals, and responsible citizens.

Student Demographics

Northwestern University in Qatar follows the practice of Northwestern's Evanston campus in recruiting students of demonstrated academic achievement from diverse social, ethnic, and economic backgrounds. Approximately half of NU-Q students are Qatari citizens. Other individuals are drawn from the Middle East & North Africa, South Asia, North America, South America, East Asia & Pacific, Europe & Central Asia, Africa and elsewhere, and provide new understanding and inspiration to others in the community.

Historical Overview

Excellence has been Northwestern's goal since nine pioneering Chicagoans met in 1850 to establish an educational institution that would rival any in the eastern United States. That group – a physician, three attorneys, two businessmen and three Methodist clergymen – envisioned a university "of the highest order of excellence" to serve the people of the Northwest Territory. Northwestern University was officially established on January 28, 1851, when its act of incorporation was passed by the Illinois legislature.

In 1853, the founders purchased a 379-acre tract of farmland along Lake Michigan, 12 miles north of Chicago, as a site for the new university. The location so impressed founder Orrington Lunt that he wrote, "I could not rid myself of the fairy visions constantly presenting themselves in fanciful beauties of the gently waving lake – its pebbly shore – the beautiful oak openings and bluffs beyond."

The town that grew up around Northwestern was named Evanston in honor of one of the University's most prominent founders, John Evans. A physician and businessman, Evans provided the cash to place a $1,000 down payment on the land and assumed responsibility for the mortgage covering the balance. Evans was chairman of the board from the University's founding until his death in 1897.

After completing its first building in 1855, Northwestern began classes that autumn with two faculty members and 10 male students. In 1869, it enrolled its first female students, thereby becoming a pioneer in the higher education of women. By 1900, the University was composed of a Liberal Arts college and six professional schools, including the schools of law and medicine, with a total of 2,700 students. With the establishment of the Graduate School in 1910, Northwestern adopted the German university model of providing graduate as well as undergraduate instruction and stressing research along with teaching.

In November 2007, Northwestern University and the Qatar Foundation signed an agreement creating Northwestern's first overseas campus to offer undergraduate degree programs. Northwestern University has renewed its comprehensive agreement with Qatar Foundation in February 2016 for the University to continue offering journalism and communication programs, supported by Liberal Arts

courses, through academic year 2027-28. Today, Northwestern enjoys a position as one of the world's leading private research universities. Approximately 20,000 full- time and part-time students are enrolled in 12 colleges and schools located on lakefront campuses in Evanston and Chicago, and approximately 500 students are enrolled on the Qatar campus.

Accreditation

Northwestern University is accredited by the Higher Learning Commission in the United States (www.hlcommission.org)

Campuses

Evanston Campus

Undergraduate instruction at Northwestern takes place primarily on the Evanston campus. The Evanston schools and other institutional divisions, in order of establishment, are as follows:

- The Judd A. and Marjorie Weinberg College of Arts and Sciences (1851) offers the degree of Bachelor of Arts.
- The School of Communication (1878) with departments of communication sciences and disorders, communication studies, performance studies, radio/television/film, and theater, offers a Bachelor of Science in communication degree and a Bachelor of Arts in communication degree.
- The Henry and Leigh Bienen School of Music (1895) offers the degrees of Bachelor of Music, Bachelor of Arts in music and Bachelor of Science in music.
- The J.L. Kellogg School of Management (1908) offers undergraduate certificates in financial economics and managerial analytics, as well as the Master of Business Administration (MBA) degree.
- The Robert R. McCormick School of Engineering and Applied Science (1909) offers the Bachelor of Science degree in applied mathematics, biomedical engineering, chemical engineering, civil engineering, computer engineering, computer science, electrical engineering, environmental engineering, industrial engineering, manufacturing and design engineering, materials science and engineering, mechanical engineering, and medical engineering.
- The Graduate School (1910) controls all advanced programs leading to the degrees of Doctor of Philosophy, Master of Arts, Master of Fine Arts, Master of Public Health and Master of Science.
- Summer Session (1920) provides summer programs for undergraduate, graduate and visiting students.
- The Medill School of Journalism, Media, and Integrated Marketing Communication (1921) offers the Bachelor of Science degree in journalism, Master of Science degrees in journalism and integrated marketing communications, and an undergraduate certificate in integrated marketing communications.
- The School of Education and Social Policy (1926) offers the Bachelor of Science in education and social policy.

Chicago Campus

Schools and institutional divisions on the Chicago campus, in order of establishment, are as follows: The Feinberg School of Medicine (1859) offers the degrees of Doctor of Medicine and Doctor of Physical Therapy, Master of Medical Science, master in prosthetics-orthotics and

Bachelor of Science in medicine.

- The Northwestern School of Law (1859) offers the degrees of juris doctor, Master of Laws, Master of Laws in taxation and Doctor of Juridical Science.
- The School of Professional Studies (1933) is the continuing education division of the University, providing adults an opportunity to return to school part-time on evenings and weekends.

Qatar Campus

Northwestern University in Qatar is housed in a state-of-the-art media and communication building in Doha's Education City. The cutting-edge Northwestern University in Qatar campus was designed by distinguished American architect Antoine Predock and draws inspiration from the desert and local culture. The four-story building is 515,000 square feet and has achieved a LEED Gold Certification, which is a mark of quality and achievement in green building construction, means healthier, more productive places, and reduced stress on the environment by encouraging energy and resource-efficiency.

The NU-Q building is designed to facilitate the functions and purposes of a modern school of media and communication, global and digital in all of its concerns. The building includes an event hall, which is also the largest sound-stage in the region; a projection theater, which features a 4K cinema and 7.1 Dolby surround system; three production studios, each fitted out to serve a specific purpose; and a studio that has been designed to allow students to reproduce everyday sound effects that are added to film, video, and other multimedia projects; and a 4K mastering room, which is equipped to completely edit a digital cinema-quality film.

On the outside of the building, overlooking the main entrance is a large LED media-mesh screen: The Saif Tip. Saif means *sword* in Arabic and the location of the screen resembles two swords about to meet. In addition, inside the building, there is a three-story media wall at the Forum with multiple screens that work with the Saif Tip in providing information through videos and images.

Within the building is a multimedia newsroom, which features the most advanced technology in broadcast and production. The newsroom includes all of the components of major broadcast news studio – a news desk, an area for panel discussions, and a social media screen. Using a feed from live newswires, students have access to information to transform into stories, graphics, and other digital visualization elements. It has its own control room, with the ability to produce live reports across multiple platforms.

The building also includes a black-box theater, a research library, an innovative museum called The Media Majlis at Northwestern University in Qatar, classroom spaces, student life facilities, conference center, Audio edit suite and the Foley studio, computer and media labs and office suites. The campus offers opportunities to increase programming at NU-Q, enhance its quality of teaching, and support a progressive agenda shared with the Qatar Foundation.

Policies

Admission

General Requirements for Admission

Northwestern University in Qatar attracts and enrolls a student body of high ability that reflects a variety of talents, ideas, backgrounds, and experiences, thereby contributing to the diversity of the campus community.

Candidates for admission should demonstrate a level of performance in curricular and extracurricular areas that indicates they will be able to succeed in a competitive academic environment. In the selection of students, careful attention is given to the ability of each candidate as evidenced by academic records and the results of entrance tests as well as by character and personal qualities. The University attempts to select students who are committed to scholarship and who have shown a willingness to become involved in their expressed interest areas. In determining whether to accept a candidate, the University considers:

- Secondary school record
- College record - required for transfer candidates
- Recommendations from school officials and other persons who have information pertinent to the candidate's probable success at Northwestern.
- Results of standardized tests – Northwestern will remain test-optional for first-year and transfer applicants in the 2026-27 admission cycle. Applicants may submit an SAT and/or ACT if they wish, but scores are not required. The writing sections for these tests are optional.
- Candidate's written statements
- Any other information received by the University that bears on the candidate's readiness for study at Northwestern

English Proficiency for International Applicants

In addition to meeting all regular admission requirements, international students are required to present evidence of their English language proficiency. International applicants whose first language is not English, or whose schooling has not been in English, must submit results from a Duolingo English Test, IELTS/IELTS Indicator, or TOEFL/TOEFL iBT Special Home Edition (Note: TOEFL ITP Plus for China Solution is not accepted).

Required Subjects

A broad academic experience in high school is the best preparation for admission to Northwestern. Whatever fields of study students follow, the best foundation consists of reading, writing, and mathematics. The value of thorough training in fundamental subjects cannot be overemphasized.

In considering the academic record of a candidate for admission, NU-Q Undergraduate Admissions notes the subjects studied, the rigor of coursework taken, and the grades received. The student's record should include a minimum of 16 units. (A unit represents a course studied for one year.)

The subject recommendations in the following list represent the minimum requirements for entrance to the University. Allowances are made to permit students to pursue special areas of academic interest. Most applicants present more academic subjects than the minimum.

Recommended Units

Northwestern University in Qatar: 16 units, divided among the following academic areas:

English: 4 units

Foreign language: 2 to 4 units
Mathematics: 3 to 4 units
Laboratory science: 3 to 4 units
History/social studies: 3 to 4 units
Electives: 1 to 3 units in the above academic areas

Students preparing for college are strongly advised to take four years of work in English with as much emphasis on composition as the curriculum allows. Two units of the same foreign language should be taken; three or four years are strongly recommended.

Credit in other subjects bring the total to 16 units or more, including 4 units of English and work in social studies and foreign languages.

Admission Notification

Northwestern offers incoming first-year candidates a choice of two notification plans, Early Action and Regular Decision. Early Action is a non-binding admission commitment. Candidates accepted to NU-Q under Early Action are not required to withdraw all other university applications.

Early Action: Deadline to submit applications is November 1 and decision notifications are released on December 15.

Regular Decision both for first year and transfer applicants: Deadline to submit applications is February 15 and decision notifications are released on April 1.

Admission Procedure

To be considered for admission to Northwestern, candidates must complete the following three steps:

- Complete the Common Application online at www.commonapp.org. Applications for admission may be submitted before candidates take the standardized tests required for college admission.
- Arrange with the officials of their high school to complete and forward the Secondary School Report to the office of Undergraduate Admissions. All candidates should have their records through the sixth semester sent to Northwestern as early in the senior year as possible. Candidates should have seventh-semester grades (or equivalent) sent as soon as they are available.
- Submit applicable standardized tests or English proficiency tests as outlined in the General Requirements for Admission section and/or the English Proficiency for International Applicants sections in this chapter. If choosing to submit an SAT and/or ACT score, applicants may self-report the SAT and ACT scores, taking care to report their highest individual sections of the SAT and/or highest ACT composite/section score(s). Applicants are not obligated to report scores from all the test dates, though they are welcome to do so. Students who have been admitted with consideration of test scores and who chose to enroll will be required to submit official SAT or ACT test scores that correspond to the highest self-reported scores prior to matriculation. English proficiency scores may not be self-reported; these should be submitted officially via the testing company at the applicant stage.

Transfer Candidates

Students may be considered for admission as transfers from another college or university provided they are in good standing at their postsecondary institution and have maintained at least a B average in rigorous academic courses. Successful transfer applicants typically arrive at Northwestern having completed at least one academic year of full-time college coursework (24

semester hours or 36 quarter hours). If students have been enrolled full-time at any institution except Northwestern, they cannot be considered for admission as first-year candidates and must meet the criteria to apply as transfer candidates. Undergraduate schools at Northwestern enroll transfer students in the fall semester only, and admitted transfer students may not defer their enrollment to any subsequent fall. Transfer students must meet the relevant provisions of the Undergraduate Registration Requirement.

Transfer Admission Procedure

To be considered for admission, transfer students must complete the following steps:

- Complete the Common Application online at www.commonapp.org
- Request that a high school official forwards the complete high school report to NU-Q Undergraduate Admissions.
- If choosing to submit an SAT and/or ACT score, applicants may self-report the SAT and ACT scores, taking care to report their highest individual sections of the SAT and/or highest ACT composite/section score(s). Applicants are not obligated to report scores from all test dates, though they are welcome to do so. Students who have been admitted with consideration of test scores and who choose to enroll will be required to submit official SAT or ACT test scores that correspond to the highest self-reported scores prior to matriculation. English proficiency scores may not be self-reported; these should be submitted officially via the testing company at the applicant stage.
- Arrange with registrar of each college previously attended to forward transcripts of record to NUQ Undergraduate Admissions.
- Request a statement of good academic and social standing from the Dean of students at the college from which the student is transferring.
- Submit application for admission before the March 15 deadline.

Evaluation of Credits

Transfer candidates who are accepted by Northwestern will receive a preliminary evaluation of the credits they have earned to date before matriculation, assuming all pertinent transcripts have been received. An official evaluation of credits earned will be made by the Office of Student Records when an admitted student matriculates. Contact studentrecords@qatar.northwestern.edu for more information.

Admission Withdrawal

If we do not receive your transcripts, disciplinary disclosure form, and, for students who included SAT or ACT scores in their application, official test scores by fall move-in, or if your final transcript indicates that your senior-year academic performance faltered seriously, our offer of admission may be withdrawn. Northwestern also reserves the right to take that action if it receives information that, in its judgement, reflects significantly on your character or your fitness for study or participation in the Northwestern community.

Financial Regulations

Student Financial Regulations

Please read the policies carefully https://my.qatar.northwestern.edu/finance/regulations.html

If you have any additional questions, please contact Student Finance:
studentfinance@qatar.northwestern.edu

Tuition and Fees

Full-time registration is 3 to 5.5 units of credit per semester. Students taking more than 5.5 units

or fewer than 3 units are subject to a per unit charge. Tuition and fees are listed on our website: https://my.qatar.northwestern.edu/finance/tuition.html

Rates are subject to change without notice, and increases should be expected in subsequent years. For tuition purposes, "course" refers to course credit. Some course offerings carry more than 1 course credit.

Bills and Payments

Invoices and account statements are available to students via Northwestern's student finance system CAESAR. Fees must be paid in full before future semester registrations. Payment due dates are available on our website: https://my.qatar.northwestern.edu/finance/billing-payment.html

Financial Obligations

An outstanding financial obligation may result in academic registration holds and late fee charges. Each student is liable for any costs associated with the collection of his or her past-due account.

Changes of Registration: Refunds

No refund or bill reduction is made on any course dropped after the drop/add period is concluded typically after the fifth day of classes during fall and spring semesters. For the summer semester, no refund or bill reduction is made for changes in registration after the second day of classes.

Withdrawal from the University: Refunds

Students who withdraw from NU-Q must reach out to student records for initiating the withdrawal process.

Tuition deposits are not refundable under any circumstances. Tuition, less the enrollment deposit, are refundable depending on the percentage of time the student was enrolled in the semester. The following policy applies to withdrawals:

- When or before the first 10 percent of the semester has elapsed, 100 percent of the tuition (less the deposit) is refunded.
- After 10 percent but not more than 25 percent of the semester has elapsed, 75 percent of the tuition (less the deposit) is refunded.
- After 25 percent but not more than 50 percent of the semester has elapsed, 50 percent of the tuition (less the deposit) is refunded.
- After 50 percent of the semester has elapsed, no refunds are given.

Supplemental Enrollment Benefit

Students who are unable to complete bachelor's degree requirements in 8 semesters of enrollment due to circumstances beyond their control, and who have paid full-time tuition to Northwestern for 8 semesters (with no outstanding financial obligation), may appeal to enroll in their final semester at no additional tuition charge. Transfer students who have paid full-time tuition to Northwestern for 6 semesters (with no outstanding financial obligation) are also eligible. A final semester at no charge is not available for students who are pursuing an optional program, such as study abroad, a minor, or extra coursework beyond that normally required for the degree, which could be the cause of the additional term(s) of enrollment. The benefit is intended to help students meet degree requirements only. Students can submit appeals as early as when they petition to graduate, or as late as just before the registration of the semester in which they will graduate.

Appeals are considered by the Undergraduate Enrollment Committee. The Committee convenes

on a regular basis to review appeals.

Submitting the appeal:

- The student must submit a completed petition to graduate to the primary academic adviser. This provides an evaluation of progress towards degree requirements and the likelihood that the semester in question will be the student's last semester.
- It is typically expected that the student has also applied for financial aid for the semester in question. Students may choose not to do so but risk that the Committee may be unable to conduct a thorough consideration of the appeal and therefore be forced to deny it.
- The student must compose a substantive appeal, including a cover page and appeal statement, requesting the Supplemental Enrollment Benefit.
    - The cover page should list the semester in which the student intends to graduate, the number of units to finish and what courses will be taken to meet those requirements, whether there are outstanding incomplete grades and if so, whether and how they will be completed. The student may seek guidance from their primary academic advisor in completing the cover page.

      The appeal statement must address in detail why the circumstances that have led to the extended time to degree are beyond their control. This is a critical factor in whether the appeal has merit. The student should also address his or her financial history with the University and why they believe paying tuition for another semester is unusually burdensome. If the student cites a health circumstance as a factor in the extended time to graduation, they should consider submitting a letter from a physician or treatment provider verifying the situation. No treatment details are necessary. If there are any additional materials that the student feels will support the appeal, they should submit them. Students may choose not to do so but risk that the Committee may be unable to conduct a thorough consideration of the appeal and therefore be forced to deny it.
- The student submits the appeal to their primary academic adviser along with any supporting materials for the purpose of the appeal.
- The adviser submits the student's appeal, along with an academic status report and any supporting materials to studentrecords@qatar.northwestern.edu. Use the subject "Supplemental Enrollment Benefit".
- The Committee will convene and review the appeal. Students should be aware the Committee will review their academic and financial records with the University as part of the appeal consideration. The decision will be communicated to the student and, if approved, student finance will apply the grant.

Undergraduate Registration Requirement

The Undergraduate Registration Requirement (URR) applies to undergraduate students seeking a bachelor's degree and must be completed in addition to the degree requirements established by the school faculties. The URR is predicated on the principle that when a student receives a bachelor's degree from Northwestern University Qatar (NU-Q), the majority of the student's academic work is completed at Northwestern University Qatar. NU-Q students who cross register for courses at Education City (EC) branch campuses, however, may count those credits as Northwestern University in Qatar (NU-Q) residency credits up to a maximum of eight (8) units of credit. The maximum allowable number of cross registered units of credit in one semester is two (2). NU-Q requires thirty- two (32) units of credit for degree attainment based upon the current NU- Q use of semesters rather than quarters. Students are required to be registered in their final semester at NU-Q. The NU-Q URR establishes the following semester and course credit requirements:

URR for First-Time NU-Q Freshmen

Degree Type	4-Year Degree
Semesters at Northwestern*	6 semesters Earned
Northwestern Credits	24 semester units

*1. Three (3) NU-E quarter units equals 2.1 NU-Q semester units.
2. A student attending NU-E must complete a minimum of 3 courses per quarter to fulfill one NU-Q semester of the NU-Q residency requirement.

URR for Transfer Students

Degree Type	4-Year Degree
Semesters at Northwestern	4 semesters
Earned Northwestern Credits	16 semester units

To count toward the URR, a "semester" at NU-Q requires:

- Being under the supervision of Northwestern faculty and, as appropriate, faculty members in EC branch campuses, and registering for and completing classes worth at least 2.00 units of credit in a semester, and receiving any of the following grades in credit- bearing classes: A, B, C (including pluses and minuses), D, F, P, N, X, Y, K or W.

Student Records

The Student Records office maintains accurate academic records, managing enrollment, course registration, grading, transcripts, and graduation clearance. It ensures compliance with institutional policies and FERPA regulations while supporting programs with course scheduling and enrollment data. The office also provides essential services such as enrollment verification, degree verification, and academic policy implementation. By maintaining a secure student information system, it facilitates a smooth academic journey. For questions, please speak to the Student Records office at Northwestern University in Qatar: studentrecords@qatar.northwestern.edu

Registration and Credit

The dates of registration for each semester are announced in advance and published on the academic calendar. Late registration is permitted only through the last day to add classes in any semester. Credit is not given for work in a course in which a student is not properly registered. Repeated courses will remain on the student's permanent record and are used to calculate the cumulative grade point average. However, credit is awarded only once.

Students may not register concurrently at NU-Q and at another institution and receive transfer credit for work taken at the other institution. Students may not register concurrently at NU-Q and NU-E. Students may only register concurrently with Education City partner universities through cross-registration.

Failure to read the registration information does not excuse students from compliance with the information and regulations stated therein.

Changes of Registration

Changes in registration in fall and spring semesters are subject to the following provisions:

- In no case may a course be added after the last day to add classes. No course may be dropped after the ninth Thursday of classes.

- Undergraduate students may change registrations from grade to the pass/no credit (P/N) option through the twelfth Thursday of the semester. Check regulations of the Medill and School of Communication programs for specific information on the P/N option.
- To add a class, students must log on to CAESAR and add the course to their record. Some classes require special permission; see the official published timetable for the semester for specific course information.
- To drop a course, students must log on to CAESAR and drop the course from the record through the last day to drop a course, using CAESAR self-service. Change of Registration form is required and must be approved by the primary academic advisor between the second Sunday through the ninth Thursday of the semester.
- A course dropped by the drop deadline does not appear on the permanent academic record, and no grade is recorded. Any drop after the drop deadline will appear on the transcript as a W (Withdraw) grade.
- Failure to drop a course within the time allowed is regarded as a failure and is recorded with a grade of F.
  (See also, Change of Registration: Refunds and Withdrawal from the University: Refunds under Financial Regulations.)

Pre-Matriculation Credits

Any credits received for academic work completed before enrolling at NU-Q are considered pre-matriculation credits. Students who took college courses while still in high school may request transfer of credit for those courses. Transfer credit for pre-matriculation coursework is awarded only for courses completed at an accredited, degree-granting college or university, where the student was enrolled in classes alongside regularly matriculated students. NU-Q does not grant credit for international diplomas as a whole instead, credit is awarded for each approved subject. For possible credit from non-US institutions, students may contact a professional academic equivalency service, such as the World Educational Service (WES) or Education Credential Evaluators (ECE) and request for an evaluation report to be sent to Student Records for granting possible credits.

Advanced Placement, International Baccalaureate, and other exam credit

Eligible Advanced Placement (AP) and International Baccalaureate (IB) test scores may be used to fulfill degree requirements.

Up to 4 units of test credit may be applied to elective and distribution requirements. Students must submit official test scores to the Northwestern University in Qatar Student Records Office. Once test scores have been submitted to NU-Q Student Records, the scores will be evaluated for eligibility. Once eligible credits are posted on their NU-Q transcript, students should consult with their academic adviser to determine which test credits are eligible for fulfilling degree requirements.

Submitting official score reports:

- Advanced Placement (AP), through The College Board – Students must use the four-digit code of Northwestern University in Qatar when requesting their scores - 5714
- International Baccalaureate Program (IB) – Students must submit an online request through the IB website so that the official scores can be emailed to Northwestern University in Qatar. Students should select “Northwestern University in Qatar” when making their request in order for the results to be sent to NU-Q electronically.
- For information on receiving other types of test credit for such European National Exams as the

French Baccalaureate or GCE A-Level, students should contact NU-Q Student Records.

Students must complete the test credit request process by the end of the first spring semester of being admitted to Northwestern University in Qatar. Any submissions or requests received beyond the specified period will not be accepted or considered for evaluation and therefore no credits will be applied toward degree requirements.

Transfer a Non-Northwestern Credit

Transfer credit accepted from another institution will be reflected on the Northwestern University transcript as a "T" (Transfer grade), not the actual grade received at the other institution. This grade will not be used in calculating the Northwestern GPA. No transfer of credit is allowed for grades of "P" (Pass) or "S" (Satisfactory) or similar non-quality grades. Awarded credits may vary based on the number of credits earned in the other institution. Only courses with a grade of C or better will be accepted for transfer.

The following courses do not transfer:

- Courses for which credit was granted by institutional or CLEP examination rather than course attendance.
- Courses worth less than two semester hours.
- Courses that an applicant has audited, repeated or failed.
- English as a Second Language courses.
- Work in a curricular area generally not recognized for credit at Northwestern such as fashion, nutrition, health and well-being, sports, hospitality, agriculture, etc.
- Any course work completed during a deferral period.

More information about accessing unofficial transcripts using Caesar can be found on the Student Records FAQs at: https://my.qatar.northwestern.edu/academic-resources/records/faq.html

Program Transfers

Students who wish to transfer between the journalism and the communication programs must have a program transfer approved by the directors of the two programs and the Associate Dean for Education. A return to the original school must be approved in the same way. Approval of a program transfer is usually contingent on satisfactory performance in the original school. All newly admitted students must declare their major during the first spring semester of being admitted to Northwestern University in Qatar. Please consult with the Academic Adviser for more information. Students who wish to transfer to a school on the Evanston campus must apply to the Undergraduate Admission in Evanston as transfer students.

Leave of Absence from Degree Program

Students in good academic standing at NU-Q may generally take time off from their studies and return to Northwestern whenever they choose to do so. No special permission for a leave of absence is required. NU-Q has no formal policy concerning the granting of leaves of absence, and you do not have to provide a reason for taking time off.

Sometimes students are away from Northwestern on a medical leave of absence approved by the Assistant Dean of Students Office. In this case, the Assistant Dean of Students Office, Academic Advising, and Student Records are involved in the re-entry process.

Leaves of Absence Procedures

Before You Go

If you registered for classes for a semester that you will not be attending Northwestern, you will need to cancel your registration by filling out the online Leave of Absence Petition form. The online form and more information about withdrawing for a term can be found on the MyNU-Q.

Be sure to let your academic advisers know of your decision to leave as well.

If you receive financial aid and decide to take time off from your studies, you should inform the Office of Business and Finance and find out what you need to do to ensure your aid is available upon your return. If you signed a housing contract for the time during which you will be away, you should notify QF Residential Life.

Returning To Northwestern

If you take off one or more semesters during the regular academic year (Fall or Spring), you must apply to return to Northwestern. The MyNU-Q website provides information on policies and procedures related to Former Students Re-Entry, including a link to the online Application for Former Student to Re-Enter (FRET) form. The online FRET form should be submitted well in advance of the start of registration for the semester a student intends to return no later than six weeks before the first day of registration of the semester in which they plan to return. Those dates can be found on the Academic Calendar.

If your netID expires during the time you are away, it takes several business days to reactivate after the FRET has been approved and processed. It is particularly important for students without an active netID to submit their FRET form as early as possible; you will not be able to register for courses until your netID is reactivated.

All students who plan to enroll in a specific semester must be registered in at least one course by the end of the add period (the fifth day of the semester) or they will not be allowed to enroll for the semester. Consult the Academic Calendar for the add deadline for the semester.

Your NU-Q Adviser can help you with the return process, the transition back to Northwestern, and planning your next steps.

Readmission and Re-entry to the University (FRET)

Students who have not registered for one or more semesters of an academic year must submit an application to re-enter no later than six weeks before the first day of registration of the semester in which they plan to return. This is not required from students who did not register for the summer semester.

Students must obtain advance approval from their academic adviser if they wish to transfer credit for work taken elsewhere during an absence from Northwestern. An official signed and sealed transcript of that work must be furnished to Student Records before the end of the next semester in residence at Northwestern, or credit for such work is not transferable. More information about transfer credit process from US/Non-US institutions can be found on the Student Records FAQs at:https://my.qatar.northwestern.edu/academic-resources/records/faq.html

If a student interrupts a program of study for an extended period of time and if degree requirements are changed during this period, the new requirements normally must be met. Any modification to degree requirements must be approved by the Program Director of the student's declared major.

Classification of Students

Students are classified as follows:

- Senior: has 22+ units
- Junior: has 14-21.99 units
- Sophomore: has 7-13.99 units
- First-Year has 0-6.99 units

Student status is defined as follows:

Student Status	Units
Full Time	3.00 +
Half-time	2.00-2.99
Part Time	Less than 2.00

Grading Policies

The following grading system is used in computing the grade point average:

Grade	*Grade Points*
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0
X	0 (Failed to earn credit: missed final Examination)
Y	0 (Failed to earn credit: work incomplete)

The following grading system is used in computing course grades:

Grade	*Percentage*
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	59 and below

The following notations are ignored in computing the grade point average:

P	Pass with credit
N	No grade, no credit
K	In progress
T	Transfer grade

S Satisfactory: noncredit course
U Unsatisfactory: noncredit course
W Withdrawn by permission

Course Registration

Registration Process

Students are expected to register for classes during the designated registration periods as communicated by the Student Records Office each semester. Information regarding course registration may be found on Courses and Registration page of *MyNU-Q*.

- **Regular Registration** – Students can register for their courses through CAESAR self-service on the date and at the time of their assigned registration appointment. During the Regular Registration period, MIT courses are open only to students declared in the Communication major, and JOUR courses are open only to students declared in the Journalism major. Students are not eligible for priority registration on the basis of athletic participation. All NU-Q undergraduate students register strictly according to the assigned registration appointment schedule.
- **Open Registration** – Open Registration begins at the end of the Regular Registration period and continues through the first week of classes. During Open Registration, any remaining seats in MIT and JOUR courses will be available to all students, as long as any prerequisite requirement is fulfilled, unless restricted as indicated in the "Open To" column of the published timetable.
- **Drop/Add** – the period in which students may adjust their schedules using their CAESAR self-service. Drop/Add takes place from the Open Registration period through the first week of classes as published on the NU-Q Academic Calendar. All students must be fully registered prior to the Drop/Add period. Changing enrollment through CAESAR self-service ends at 3:00 P.M. (Doha Qatar time) on the last day of the Drop/Add period. Students may not add any course after this deadline.

Registration Policies

- Students are responsible for registering in courses using their CAESAR self-service, and by the published deadline.
- Registration appointment times are assigned based on the students' academic level, which is defined by the number of units earned.
- Students are expected to register during their assigned registration appointment times.
- Students are responsible for resolving any holds prior to registration.
- Students who do not register during their assigned registration appointment times due to holds, or other reasons, may not register until the registration system is open to them again.
- Students may register in more than 4 units only during the first week of classes with the approval of their assigned Academic Advisor.
- Students may not register simultaneously in semester courses and quarter courses.
- Faculty cannot promise a seat or approve enrollment for any course for any student.
- Upon receiving cross-registration confirmation from the host university (CMU-Q, GU-Q, TAMU-Q, VCU-Q or WCM-Q), students are responsible for reviewing and finalizing their schedules to ensure that cross-registered courses do not conflict or overlap with their home campus (NU-Q) course schedule.

Learning About Courses

- Descriptions of courses offered each term may be found here, on *MyNU-Q*. Students may also find lists of courses offered, with course descriptions, on CAESAR.
- Students should review the list of courses before consulting with their Academic Advisors regarding course registration each term.

Consulting Academic Advisors

- Each student is expected to actively manage their own course registration with the support of Academic Advising.
- Students are expected to meet with Academic Advisors prior to each registration period to plan their course registration to ensure they meet all the requirements for a timely graduation.
- For general advising queries, student may reach out to:advising@qatar.northwestern.edu

Minors

- NU-Q offers courses in support of its minor programs.
- Minors must be declared prior to the end of the junior year.
- NU-Q cannot guarantee the completion of a minor for any individual student.
- NU-Q cannot guarantee seats in courses for students enrolled in minors.
- Students may, through special permission, declare minors offered only on the Evanston campus. NU-Q does not guarantee, however, that it will be able to provide the classes required for minors NU-Q does not offer.
- Students are not guaranteed courses to complete any minor at Evanston, even if they are studying on that campus.

Waitlists

- NU-Q does not use waitlists for enrollment in classes.
- Students who are interested in registering for a course that is full should monitor the CAESAR system, where open seats will be visible as they become available. These seats are available on a first-come first-served basis.
- Faculty cannot promise a seat or approve enrollment for any course for any student. Faculty are encouraged to refer students to their Academic Advisors for making alternate course options.

Northwestern Policy On In-Person Arrival And Course Engagement

- The start of the term is a crucial time for students to learn about course expectations and to familiarize themselves with the structure of their classes. It is also a valuable time to meet classmates and get to know your faculty. In addition, early and regular course attendance is vital to achieving optimal learning outcomes.
- Therefore, students enrolled in courses are expected to be on campus and in attendance at the start of classes and must plan to remain until the end of the semester. Note in some cases, students must attend the first-class meeting to avoid being dropped. This will be clearly identified in CAESAR, the published timetable, and the syllabus.
- Students who do not arrive by the end of the add period (as published in the Academic Calendar) will be administratively withdrawn from a semester.
- If exceptional circumstances arise during the semester that require a student to be off campus for more than a week, students are expected to speak with their primary Academic Advisor about reducing their course load or withdrawing from the term.

MIT Technical/Practical Course Registration

- During the Regular Registration period MIT majors may enroll in a maximum of 2 technical-practical courses. Any student enrolled in more than two technical-practical courses will be dropped from all.
- During the Open Registration period any technical-practical course that is under-enrolled will be filled up on a first-come-first-served basis. During this period, it is possible to add a third technical-practical course if seats are available.
- Students may enroll in no more than three technical-practical courses in any given semester.

Exceeding Units

Students may not enroll in more than four courses per semester, except by permission of the academic adviser. First-year students may not take an overload during their first year. Transfer students may not take an overload in their first semester at NU-Q. This regulation applies to total courses taken at NU-Q and in cross-registered courses at other Education City institutions. Students who take more than 5.5 units of credit will incur additional charges. To be eligible for exceeding units, students must have a minimum cumulative CGPA and previous semester GPA of 3.0 and, must not be on academic probation or academic warning. Students initiate the process by completing the Exceeding Unit e-trieve form and submitting it to their academic adviser no later than the second day of the add/drop week. The dates indicating when students may begin submitting these requests are updated each semester and reflected on all academic forms.

If approved, Student Records processes the form, and the student is notified to enroll in the overload course using their CAESAR self-service. Enrolling in the course(s) depends on seat availability.

Pass/No Credit (P/NC)

The P (pass) or N (no credit) options allow full-time students to explore fields beyond the areas of their specializations without concern about grade point average. Courses offered by the major department may not be taken for a P grade, regardless of which requirement they are applied to, and even if they will count as an elective. Students can select P/NC option only for one (1) class in a given semester. They cannot select P/NC option for a course during a semester in which they are on probation. Students are permitted to take ONLY a total of two s(2) elective courses as P/NC in their academic career here at NU-Q/NU-E.

Required First Year Courses

In addition to meeting major requirements in Journalism or Media Industries and Technology, all first-year students are required to enroll in and complete English 103-1 and English 103-2, which comprise the school's first-year writing program. Students may not waive, test out of, substitute AP or other pre-college credits or petition for an exemption to the writing requirement. Writing is a fundamental element of education for which the combined practice of reading and writing are irreplaceable. All first-year students, regardless of major, must also enroll in and complete Jour 100-0 Journalism: Screens & Streams, MIT 100-0 Media and Society, JOUR 200-0 Journalism in the Digital World and MIT 1XX-0 Analyzing Media Texts

Class Attendance and Absences

Students are expected to attend in person all sessions of the courses for which they are registered. Excessive absence is cause for failure in the course. Students should check with the faculty assigned to the course for specific attendance policies.

Student attendance can only be marked/counted as of the day of their enrollment in a given course. Students who are only able to enroll after the first day of class will not be penalized for

absence. If a student is enrolled and must be absent from the first class session, they should inform their faculty.

Undergraduate Policy on In-Person Arrival and Course Engagement

Undergraduate students enrolled in courses with in-person class meetings are expected to be on campus and in attendance at the start of classes and must plan to remain until the end of the semester. Note in some cases, students must attend the first-class meeting to avoid being dropped. This will be clearly identified in CAESAR and the syllabus. Students who do not arrive by the end of the add period may be administratively withdrawn from a term or dropped or withdrawn from individual course(s).

If exceptional circumstances arise during the semester that require a student to be off campus for more than a week, students are expected to speak with their school adviser about reducing their course load or withdrawing from the term. Read the full policy: **https://www.northwestern.edu/provost/policies-procedures/classwork-curricular-policies/in-person-arrival.html**

Course Numbering System

Although the course numbers in this catalog are as complete and exact as is possible at the time of printing, some changes may occur later, and courses may be dropped or added. The University reserves the right to cancel classes for which registration is not sufficient.

Three sets of characters denote all courses:

- The first set is the subject code indicating the area of study. e.g., MIT, JOUR, INTERDIS, etc
- The second set is a three-digit course number:
    - 100-level courses are primarily for first and second years, usually without prerequisite.
    - 200-level courses are primarily for first and second years, sometimes with the prerequisite of a 100-level course in the same or a related department.
    - 300-level courses are for sophomores and above, may have a prerequisite of 100- or 200-level course in the same or a related department.
    - The third set (one, two or more numbers) usually indicates whether the course is part of a sequence.
    - -0 = one-semester course
    - -1, 2 = two-semester sequence

Special characters identify certain groups of courses. If a course is taught only through a Northwestern study abroad program, the designation SA is included with the course number. Other designations may be used by the individual departments.

Final Examinations

Final examinations are held during the last week of each semester as noted on the NU-Q Academic Calendar. Summer semester final examinations are usually held during the last class session of a course.

The final examinations schedule will be released with the schedule of classes each semester. Students are responsible for knowing the time and location of each examination.

Undertaking final examinations prior to the scheduled exam time is not permitted. If a student misses a required final examination, course policies regarding incomplete coursework may apply.

If a student has more than two exams scheduled on a single day, they may request an alternative timing for one of the exams. Students should contact the Office of Student Records at studentrecords@qatar.northwestern.edu to discuss alternative exam timings.

The final examination time for some courses may differ from the regularly assigned exam schedule. Faculty will include the day and time of the course final examination on the course syllabus.

Examinations will be held in the room where the lecture section of the class regularly meets, unless otherwise announced. If the class meets in different rooms at different times, the room used for the exam will be as announced by the faculty.

Incomplete Course Work

Eligibility for Incomplete Grades

Northwestern University expects students to finish their coursework on time or remove themselves from the course by dropping or withdrawing. When situations outside a student's control arise that prevent timely course completion, Northwestern designates two different incomplete grades, X and Y to designate what work is outstanding. X grades indicate that a student missed the final exam or did not submit the final assessment, but all other work in the semester was complete. The assignment of Y grades is governed by the policy below.

Northwestern undergraduate students may request from the faculty an incomplete grade of Y when they have substantially completed the work, including any requirements of attendance or engagement. The university minimally requires that more than 50% of the course requirements must be complete in order for the course to be “substantially completed." Students must also be passing the course based on the materials submitted thus far to be eligible for an incomplete Y grade. This policy allows but does not compel incomplete Y grades in the above circumstances: Grading is the purview of the faculty, as governed by school policies, and faculty may choose to deny requests for incomplete grades in cases where this policy allows them.

NU-Q may consider a number of other factors when considering approval or denial of incomplete grades, such as the number of incompletes a student has requested and whether any are outstanding. Students must consider the school offering the course, not their own school, to determine the process by which an incomplete grade is requested and assigned.

Impact of Incomplete Grades

Incomplete grades X and Y grades bear 0.00 grade points. As such, NU-Q factors incomplete grades into enrollment, probation and dismissal decisions, and students should be sure they understand how incomplete grades affect academic standing.

- **The grade of “X”** indicates that a student was absent from the final examination due to reasons beyond his/her control.
- **The grade of “Y”** indicates that a student was not able to complete assigned work due to reasons beyond his/her control. The grade of “Y” is also used for any pending academic integrity cases.

Incomplete Grades for Pending Academic Integrity Cases

Any student who has a pending academic integrity case at the end of the semester may receive a grade of incomplete (Y) until the academic integrity review is completed by the relevant school officials.

The incomplete form must be initiated and submitted by the faculty to the Student Records Office on or before the current semester grades due date. Once the case is resolved, but not later than the end of the subsequent regular semester, the faculty may change the incomplete (Y) to an F, or other grade earned by the student by submitting a change of grade form to the Student Records Office.

Recording an Incomplete Grade

For coursework that meets the incomplete eligibility requirements, an Incomplete Grade form for "Y" must be completed and submitted by faculty prior to the last regular class meeting of the semester.

For "X" grade, an Incomplete Grade Form must be completed and submitted by the faculty no later than the first business day after the Final Exam Week of the semester.

For incomplete grades due to pending academic integrity review, an Incomplete Grade Form must be completed and submitted by the faculty on or before the current semester grades due date.

Student Records administratively records 'X' or 'Y' grades upon approval of the incomplete grade form by the Associate Dean for Education.

Resolving Incomplete Coursework

The student must complete the course and the grade must be changed no later than the end of the following like semester (roughly one year later), or the incomplete will be changed to a final grade of F (failure). The University deadline to change an incomplete grade is the maximum amount of time allowed: Faculty are free to establish an earlier deadline and students are bound by that agreement.

Students planning to graduate before the standard grade change deadline (the following like semester) must complete courses and receive grades before graduating. Incomplete grades remaining at the time of degree conferral will be changed to final grades of F (failure). Grade changes are not permitted after a degree has been conferred.

Grades and Student Records

Grades

Semester grades are available through official and/or unofficial transcripts in CAESAR. (https://www.northwestern.edu/caesar).

Grade Appeal Procedure

Instructors assign grades in accordance with the standards of evaluation outlined in the written syllabus for the course. The only situations in which a grade change may occur are:

- An error in grading calculations or procedures
- An update of any grade of Incomplete
- Discovery of work that was counted as missing.

Only the final grade for the course can be appealed based on the criteria above. Grades given for individual assignments can only be appealed if their change would lead to the change of the final grade, and only for the reasons noted above.

The following are **NOT** grounds for an appeal of a grade. The student wishes:

- For the quality of the work to be re-evaluated
- To redo assignments or to submit extra work
- To take an exam again
- To submit a make-up exam that was taken without authorization.

If a student believes a final course grade is not justified by one of the valid reasons listed above, the student should discuss the grade first with the instructor within 14 calendar days after grades are posted. If the student is not satisfied with the outcome of the discussion with the instructor, the student can make a written appeal to the director of the program in which the course was offered.

The student should state the grounds for the appeal and document any claims of grading error or improper procedure in as much detail as possible. The appeal must be submitted to the Program Director within 14 days after the instructor's decision. In the case where the Program Director is the instructor, the student is to submit an appeal to the Associate Dean for Education. The Program Director (or Associate Dean for Education, in the case where the Program Director is the instructor) will discuss the student's appeal with the instructor and change the final course grade – if and only if the reasons mentioned above are warranted. The decision of the Program Director (or Associate Dean for Education in the case where the director is the instructor) is deemed final.

Transcripts

Students are entitled to an official transcript of their academic records, which they may request through Parchment using their Caesar self-service if they are current students or through the following link if they are alumni:
https://www.parchment.com/u/registration/28721687/institution

More information about requesting official transcript can be found on the Student Records FAQs at: https://my.qatar.northwestern.edu/academic-resources/records/faq.html

Electronic transcripts are available to be downloaded (maximum of 3 transcript downloads per request) for 30 days from date of issue.

They are delivered electronically, typically within a couple of hours, excluding during times of scheduled maintenance and planned system outages.

Paper Transcripts are available within 1 business day of receipt of request. All paper transcripts can be collected from Student Records office or dispatched to an international address as stated on the request. Except for internal educational uses or as otherwise required by law, Northwestern issues official transcripts only upon receiving a consent from the student concerned. Because of the confidential nature of a student's record, telephone or verbal requests for transcripts will not be accepted.

Requests for transcripts initiated by persons or agencies other than the student or appropriate educational agencies will not be filled until written consent has been secured from the student.

When these requests can be anticipated, students can avoid delay by providing such consent in advance. Current students can print unofficial copies of their transcripts by accessing their student records on CAESAR. More information about accessing unofficial transcripts using Caesar can be found on the Student Records FAQs at:
https://my.qatar.northwestern.edu/academic-resources/records/faq.html

Transcripts from other institutions are not released or certified by Northwestern University in Qatar; students must request them directly from the issuing institution.

Access to Student Records (FERPA)
Under the U.S. Family Educational Rights and Privacy Act (FERPA), all students have certain rights with regard to their educational records.

A copy of Northwestern's student records policy is available at:
https://www.registrar.northwestern.edu/records/student-information- privacy/index.html
FERPA grants students' various rights, including the rights to:

- Inspect and review their educational records at Northwestern University
- Request an amendment of their records to ensure that the records are not inaccurate, misleading or otherwise in violation of privacy or other rights.
- Consent to release or to restrict disclosure of personally identifiable information contained in their educational records, except under certain limited circumstances when, by law, consent is not required.
- File a complaint with the U.S. Department of Education concerning alleged failures by Northwestern University to comply with FERPA requirements.

Academic Standing
A student's academic standing at NU-Q is determined according to the grades that the student earns. The student with a cumulative GPA of 2.0 or higher is in good academic standing.

Academic Warning
Students may receive academic warning upon the completion of an academic semester if they may be in jeopardy of being placed on academic probation.

As a precautionary measure, NU-Q students may receive an academic warning letter if:

- They earn a grade of D, F, N, W, X, or Y. Students with grades of "X" or "Y" will have to refer to the Incomplete Course Work policy section in NU-Q undergraduate catalog.
- Their semester GPA is below 2.0 for one semester. And this is even if their previous semesters'
  work is consistently strong, and their cumulative GPA is above 2.0.

Academic Probation
Academic probation constitutes notice of unsatisfactory academic performance; it is a warning that minimum standards for graduation are not being met. Unless a student demonstrates significant scholastic improvement during the period of probation and thereby indicates ability to fulfill degree requirements within a reasonable period of time, the student may be dismissed from the University.

The following are ordinarily placed on academic probation:

- If a student has earned warnings for 2 consecutive semesters, they will be placed on academic probation for the following semester.

- Students who have received final grades below C in 2 or more courses in any semester including students in their first semester of residence.
- Students who receive more than one grade of N, W, X, or Y in any semester
- Sophomores, juniors, or seniors who have a cumulative GPA below 2.0 on all work attempted at Northwestern University.
- Students who have failed to complete at least 3 semester courses or the equivalent in each of 2 consecutive semesters.
- Students who, on account of dropped courses, failure, or uncompleted courses, have failed to earn credit for an average of 3 semester courses per semester after 4 semesters of residence.
- Students who have failed to maintain a (2.0) average in MIT major courses
- Students who have failed to maintain a (2.25) average in Journalism and Strategic Communication major courses.

Responding to Academic Probation

If you receive notice that you are on academic probation, be sure to contact your Academic Adviser. You and your adviser can explore reasons for your unsatisfactory performance and discuss what you might do differently to raise your performance level.

Removal from Academic Probation

Students on academic probation are ordinarily removed from probation if the deficiencies that resulted in probation have been remedied during the next succeeding semester in residence.

- Students normally must complete each of at least three courses for a grade of C or higher in the succeeding semester.
- If students on probation who receive grades of X or Y are not dismissed, probation continues until they have completed all courses or until the end of the next semester in residence, when the students' records are again subject to scrutiny. Grades of X, Y, and N are, in the absence of extenuating circumstances, all counted as F's in calculation of the cumulative GPA.
- In no case are students removed from probation at the end of a semester in which they have failed any course.

Academic Dismissal

The following is a partial list of categories of students who may be dismissed for academic deficiencies (in every case the decision is determined in part by the student's cumulative academic record):

- Students on academic probation whose academic records have not improved significantly during the period of probation (which will not normally exceed 2 consecutive semesters).
- Sophomores, juniors, or seniors not on academic probation who fail in half the work in any semester.

Dean's List

The Dean's List is announced at the end of fall and spring semester of each academic year. The student receives notification that the work of the previous academic semester was completed with distinction. Inclusion on the Dean's List is not noted on the official/unofficial transcript.

Journalism students must take a minimum of 3 graded units (combination of NU-Q and cross-registration courses) and earn semester GPA 3.700. Students who are on residency and completed 2 graded courses may be considered for dean's list if they earn a semester GPA of 3.700.

Communication students must take a minimum of 3 graded units (combination of NU-Q and cross-registration courses) and earn semester GPA 3.750. Students who are on exchange at Evanston and complete 5 graded courses may be considered for dean's list if they earn a GPA of 3.750.

Undeclared students must take 3 graded units and earn a semester GPA 3.700.

Academic Integrity Policy Statement

Students at Northwestern University in Qatar are expected to uphold the highest standards of academic integrity and must adhere to the University's standards of academic integrity. These standards require adherence to principles of honesty, fairness, and integrity in academic efforts and related professional media, journalism, and communication work, whether students are in class at Northwestern University in Qatar, Evanston, a cross-registered Education City class, on Journalism Residency, on an internship or affiliated Northwestern job, acting as a volunteer, or any other affiliated activity.

Academic integrity at Northwestern University in Qatar is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student belong to a community of scholars in which academic integrity is a fundamental commitment.

Northwestern University in Qatar shall have jurisdiction over all cases of suspected academic integrity policy violations that may call for discipline of a student, group of students, or student organization arising during the time the student or students at issue were enrolled at Northwestern University in Qatar, including cases that occurred (1) at Northwestern University in Qatar or Qatar Foundation Partner Universities; (2) Northwestern University in Qatar required or sponsored or affiliated academic programs that take place outside of Northwestern University in Qatar, such as Journalism Residency, Internships, etc.; (3) in a manner that otherwise relates to and/or reflects negatively on the University or Qatar Foundation.

A complete statement of the University's principles regarding academic integrity can be found on the Office of the Provost's website at:
https://www.northwestern.edu/provost/policies-procedures/academic-ntegrity/principles.html

Basic Standards of Academic Integrity
Northwestern University in Qatar requires adherence to the University's standards of academic integrity. These standards may be intuitively understood and cannot in any case be listed exhaustively; the following examples represent some types of behavior that are unacceptable.

Cheating

- Using unauthorized notes, study aids, or information on an examination
- Altering a graded work after it has been returned, then submitting the work for regrading.
- Allowing another person or resource (including, but not limited to, generative artificial intelligence) to do one's work and submitting that work under one's own name without proper attribution.
- Submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

Plagiarism

- Submitting material that in part or whole is not entirely one's own work without attributing

those same portions to their correct source.
- Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own.

Fabrication
- Falsifying or inventing any information, data or citation.
- Presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

Obtaining an Unfair Advantage
- Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor.
- Stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use.
- Unauthorized collaborating on an academic assignment.
- Retaining, possessing, using, or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination.
- Intentionally obstructing or interfering with another student's academic work.
- Recycling one's own work done in previous classes without obtaining permission from one's current instructor.
- Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

Aiding and Abetting Dishonesty
- Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above.
- Providing false information in connection with any inquiry regarding academic integrity Providing (including selling) class materials to websites that sell or otherwise share such materials – including homework, exams and exam solutions, submitted papers or projects, as well as original course materials (for example, note packets, PowerPoint decks, etc.). In addition to violating Northwestern's policies on academic integrity, such conduct may also violate University policies related to copyright protection.

Falsification of Records and Official Documents
Altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

Unauthorized Access to Computerized Academic or Administrative Records or Systems
Viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

Online Academic Integrity Supplement
Maintaining standards of academic integrity is just as important online as it is in more traditional learning environments. All Northwestern University in Qatar students are required to uphold standards of academic integrity in online meetings and learning activities. The following is a non-

exhaustive list of types of behavior that violate the standards of online academic integrity:

- Academic Integrity Violations and Online Resources: These violations may occur in the following ways:
  1. Granting unauthorized access to a class video conferencing application (such as Zoom) to someone not enrolled in the class.
  2. Granting unauthorized access to online class material, including Canvas, to someone not enrolled in the class.
  3. Recording and/or sharing in any form, including pictures, video, or audio, class conversations with other students or faculty without the approval of the persons involved.

- Academic Integrity Violations and Attendance of Synchronous Class Meetings or Activities: These violations may occur in the following ways:
  1. Using any means to facilitate the appearance of attendance while not actually being present during a synchronous meeting, exam, office appointment, etc.
  2. For example, opening a video conferencing application (such as Zoom), disabling video, leaving the meeting.

- Academic Integrity Violations and Online Quizzes and Exams: These violations may occur in the following ways, and equally apply to quizzes and exams taken in the classroom:
  1. Using unauthorized online or other materials.
  2. Communicating, electronically or in person, with anyone except the supervisor during the exam.
  3. Receiving help from or having work completed by unauthorized individuals.
  4. Sharing online exams questions/answers in real time or communicating them via social media apps.

Generative Artificial Intelligence Policy for Teaching and Coursework

Definition and Scope

Generative Artificial Intelligence (Gen AI) refers to artificial intelligence systems that generate new content by identifying and mimicking patterns from the data sets on which they were trained. This policy applies to all forms of generative AI tools, including but not limited to text generators (such as ChatGPT), image, video, or sound creators (such as Dall-E), and code assistants.

Ethical Considerations

1. The Northwestern Qatar community is encouraged to engage in ongoing discussions about the ethical implications of generative AI in academia and society.
2. Consideration should be given to the potential for AI to perpetuate or exacerbate existing inequalities and biases.
3. The environmental impact of AI computing should be acknowledged and considered in decisions about its use.

General Policy

1. Instructors will determine the use of generative AI to produce, derive, or assist in creating any materials or content for coursework.
2. Instructors have the discretion to permit the use of generative AI in their courses to any extent they deem appropriate for achieving the learning objectives.

3. When permitted, any text, image, or other content created using generative AI must be properly disclosed and cited in the submitted work.

Instructor Responsibilities

1. Instructors should clearly communicate their policy on generative AI use in their course syllabi and discuss it in class.
2. Instructors are encouraged to consider one of the following approaches for their courses:
   a. Closed: The use of generative AI is prohibited as it doesn't support learning goals.
   b. Conditional: The use of generative AI is permitted only when explicitly authorized by the instructor for a particular assignment.
   c. Open: Use of generative AI is generally permitted with students adhering to the instructor's expectations.
3. If generative AI use is permitted, instructors should provide clear guidelines on how it should be used and cited.

Student Responsibilities

1. Students must adhere to the generative AI policy set by their instructors for each course.
2. Students must disclose their use of generative AI and provide proper attribution in their work when permitted by their instructor to use generative AI.
3. Students must understand that research, critical thinking, and writing skills are fundamental to their education and should not be bypassed through AI tools.
4. Students are encouraged to think critically about the implications of AI use, including potential biases, environmental impacts, and ethical considerations.

In particular, it is the student's responsibility to understand the guidelines set by instructors around the use of generative artificial intelligence (GenAI). Such guidelines may vary considerably from course to course and even across assignments within a single course. When students have a question regarding the acceptable use of GenAI, they are expected to seek clarification from the instructor. Students may find these additional resources helpful:

- A guide from the Northwestern Libraries about appropriate ways to cite Gen AI.
- Tips for using GenAI as a learning tool from Academic Support and Learning Advancement and Artificial Intelligence at Northwestern.

Academic Integrity and Violations

1. Unauthorized use of generative AI in coursework, or failure to properly disclose and cite its use when permitted, is considered a violation of the Northwestern Qatar Academic Integrity Policy.
2. Instructors who suspect a violation of this policy should follow the established procedures for reporting academic integrity violations at NU-Q.
3. Violations of this policy will be treated in accordance with NU-Q's existing academic integrity procedures.
4. Potential consequences for violations may include, but are not limited to:
   a. Receiving a failing grade on the assignment
   b. Receiving a failing grade for the course
   c. Referral to the appropriate NU-Q Academic Integrity Review Committee or disciplinary body
   d. Other sanctions as deemed appropriate by the instructor or NU-Q Academic Integrity Review Committee
5. Students are encouraged to consult with their instructors if they are unsure about the appropriate use of generative AI in their coursework.

Note: This policy will be reviewed regularly to ensure it remains relevant and effective in light of rapidly evolving AI technologies and their applications in education.

Governing Practices

Statement of Responsibility
It is the responsibility of every member of the academic community to be familiar with the specific policies of Northwestern University in Qatar.

Sanctions
A student who violates the academic integrity policies may be subject to sanctions. The NU-Q Academic Integrity Review Committee will determine relevant sanctions.

Sanctions will be imposed by Northwestern University in Qatar. Sanctions may include but are not limited to:

1. A letter of reprimand and warning
2. A defined period of probation
3. A defined period of suspension
4. Ineligibility for certain awards, honors, and special programs
5. Revocation of an awarded degree
6. Expulsion from the University (noted on an official transcript)
7. Any combination of the above

There are both separable and non-separable sanctions. Separable sanctions include suspension and expulsion. Separable sanctions are those which result in the separation of a student from the University. Non-separable sanctions include warnings, probation, or other internal sanctions that allow a student to continue progress toward their degree.

The imposition of any sanction other than a private reprimand should include a statement of reasons supporting its severity. A student may appeal any finding or sanction according to the Procedures for Cases of Alleged Academic Dishonesty.

All proven cases of academic dishonesty should be penalized as appropriate under the circumstances. There is no necessary connection between a first-time offense and a letter of warning. Depending on the nature of the offense, a student may be suspended or expelled because of a first-time offense.

A student will NOT receive a University degree while a finding is pending or while a suspension has been imposed pursuant to an academic integrity finding.

Reduced or Failing Grade
In addition, in cases where a violation is found, the course instructor has the sole discretion to determine the effect any violation has on any affected assignment and the comprehensive grade in the course. Possible grade sanctions include: no impact on the grade; the requirement to redo the assignment; grading the relevant piece of work with an F or 0; a failing grade for the course. Grades modified by the course instructor following a finding of academic integrity violations may not be appealed.

Reportability
Sanctions that do not result in separation from the University (suspension or expulsion) are not

reported by Northwestern University to external entities unless: 1) the student consents to the disclosure; or 2) disclosure is required by law.

University Procedure

Suspected cases of academic dishonesty should be reported to the course instructor or to the administration of the school under whose jurisdiction the suspected offense took place. Students charged with academic dishonesty may not change their registration or grading basis in a course in which the charge is pending, or in which a finding of academic dishonesty has been made. This means that students may not withdraw from a course, choose a pass/fail election, or otherwise change their course registration or enrollment. Procedures of investigation, adjudication, and appeal may vary from school to school. Practice does not involve reporting to a student, but instead to the course instructor or to a member of the dean's office.

Procedures for Cases of Alleged Academic Dishonesty

I. ***INITIATION OF A COMPLAINT***

A. All cases of alleged academic dishonesty by students in courses at Northwestern University in Qatar must be referred to the NU-Q Academic Integrity Review Committee. Cases should be referred within one month of the date of the alleged incident, or within one month of the date the reporting individual becomes aware of the alleged incident, whichever is later. However, no action will be taken on any case if more than one year has elapsed since the alleged incident. Once a matter has been referred to the NU-Q Academic Integrity Review Committee it may not be withdrawn without the NU-Q Academic Integrity Review Committee's approval, nor may the referring individual resolve the case without the approval of the NU-Q Academic Integrity Review Committee.

B. The NU-Q Academic Integrity Review Committee shall review the facts of the alleged incident, including statements of the reporting individual, the instructor(s), and any supporting material. If, after the review, the NU-Q Academic Integrity Review Committee determines that there is cause for further investigation, an official letter shall be drafted for the student including the date of the incident (if known), the course and instructor, and the nature of the alleged violation. A copy of the current procedures should accompany the letter. The student shall receive this letter via official university email.

C. The student will be asked to meet with the NU-Q Academic Integrity Review Committee to discuss the case within seven (7) working days of the date of the letter, at which time the student may present any relevant material or statements in his or her behalf. The student will have the right, prior to meeting with the NU-Q Academic Integrity Review Committee, to review relevant materials or evidence in the NU-Q Academic Integrity Review Committee's folder, to obtain copies of such materials if desired, and to discuss the matter with an adviser or other individual. Review of original materials must take place by appointment during normal working hours at the NU-Q Academic Integrity Review Committee's folder within seven (7) working days of the date of the case notification letter.

D. If the student does not schedule a meeting to take place within seven working days, the NU-Q Academic Integrity Review Committee may make their determination on the basis of the evidence before them at that time. The NU-Q Academic Integrity

Review Committee may grant reasonable requests for an extension of this time deadline at their sole discretion.

E. In certain cases where timely notification is important-as, for instance, if a student is about to leave campus for vacation-verbal notification may be made by the NU-Q Academic Integrity Review Committee, but such verbal notification should be followed by a letter.

II. *MEETING WITH THE NU-Q ACADEMIC INTEGRITY REVIEW COMMITTEE*

F. The NU-Q Academic Integrity Review Committee has the authority to determine, based on sufficient evidence available to the NU-Q Academic Integrity Review Committee, whether a violation of academic integrity has occurred.

G. In meeting with the student, the NU-Q Academic Integrity Review Committee will describe the charges made and detail the evidence supporting those charges. At this initial meeting, the student may decline to discuss the matter and/or request that the NU-Q Academic Integrity Review Committee defer making a determination until after a subsequent meeting between the student and the NU-Q Academic Integrity Review Committee, at which the student may present relevant information or evidence. This second meeting must be requested at the initial meeting and must be scheduled for a time within seven (7) working days of the initial meeting.

H. After their review, the NU-Q Academic Integrity Review Committee shall inform the student by letter of their decision and the sanction, if any, to be imposed. (If the student is not registered in the Northwestern University in Qatar the sanction will be determined by the school in which the student is registered; see VI. below.)

III. *SANCTIONS*

I. Sanctions which may be imposed by the NU-Q Academic Integrity Review Committee include but are not limited to: a letter of reprimand and warning; a defined period of probation with the attachment of conditions; a defined period of suspension, with or without the attachment of conditions; permanent exclusion from the University with notation on the official record; revocation of an awarded degree; or any combination of the previously listed sanctions.

J. Any grade entered for a student in a course in which an allegation of academic dishonesty is pending against the student, whether for the course as a whole or for a piece of work submitted in the course, is subject to modification after all proceedings and appeals are concluded. Should the student be found to have violated academic integrity, the course instructor is empowered, in the instructor's sole discretion, to determine the effect this violation will have on the student's grade in the course; possible actions range from disregarding the incident in calculating the grade to failing the student in the course.

IV. *APPEALS TO THE ACADEMIC INTEGRITY APPEAL COMMITTEE*

K. The NU-Q Academic Integrity Review Committee's decision and/or sanction may be appealed to the NU-Q Academic Integrity Appeal Committee by filing a written notice of appeal within ten working days of the date of the letter of notification. The student's written notice of appeal must state what is being appealed-whether the finding of academic dishonesty, the sanction imposed, or both-and must describe in

detail the grounds for the appeal. The student's written notice of appeal should also state whether the student desires to present the appeal in person to NU-Q Academic Integrity Appeal Committee.

L. If the student so requests, they will be granted an opportunity to appear in person to present their case to the NU-Q Academic Integrity Appeal Committee and to hear and respond to any testimony provided by the NU-Q Academic Integrity Review Committee or witnesses appearing before the NU-Q Academic Integrity Appeal Committee. Likewise, the NU-Q Academic Integrity Review Committee may be present to hear and respond to testimony of the accused student or any witnesses appearing before NU-Q Academic Integrity Appeal Committee. If the student wishes to present witnesses before the NU-Q Academic Integrity Appeal Committee, the student must inform the NU-Q Academic Integrity Appeal Committee at least seven working days before the appeal is to be heard of the names of the proposed witnesses and of the nature of the evidence they are prepared to present. However, the NU-Q Academic Integrity Appeal Committee has sole discretion to determine what witnesses other than the accused student and the NU-Q Academic Integrity Review Committee, it will hear, if any. The NU-Q Academic Integrity Appeal Committee shall review the appeal as soon as practical after it has been filed.

M. Following its review, the NU-Q Academic Integrity Appeal Committee may sustain or reverse the finding of academic dishonesty, if that portion of the NU-Q Academic Integrity Review Committee's decision was appealed, and may, if a finding of academic dishonesty stands, sustain or modify (but not increase) the sanction, if that portion of the decision was appealed. NU-Q Academic Integrity Appeal Committee shall inform the student by letter of its decision.

V. *APPEAL TO THE ASSOCIATE DEAN FOR EDUCATION*

N. The student may appeal the NU-Q Academic Integrity Appeal Committee's decision within ten working days to the Associate Dean for Education. Such appeals must be in writing and include a detailed statement setting forth the grounds for the appeal. Appeals to the Associate Dean for Education will be limited to alleged errors in procedures, interpretation of regulations, or alleged manifest discrepancies between the evidence and a school finding and/or sanction. The Associate Dean for Education will receive appeals only after a sanction has been specified for the alleged violation (see VI); an appeal to the Associate Dean for Education may concern the finding and/or the proposed sanction.

VI. *CROSS-SCHOOL CASES*

O. In instances where a student registered in another school is alleged to have committed an act of academic dishonesty in a Northwestern University in Qatar course, the authority of Northwestern University in Qatar will extend only to determining whether the alleged action constitutes academic dishonesty and, if so, to the imposition of a grade penalty by the instructor in the course (see III). If the finding is affirmative and all appeals have been exhausted or the time for appeals has expired in the first school, the case will be formally referred to the appropriate authority of the school in which the student is registered for whatever further sanction that school deems appropriate. If the student is not enrolled in any Northwestern University school, e.g. is cross registered or a study abroad student, the sanction may include any of the sanctions available to the NU-Q Academic Integrity Review Committee including up to and including suspension.

P. Similarly, the NU-Q Academic Integrity Appeal Committee may be called upon to determine further sanctions for Northwestern University in Qatar students who have been guilty of academic dishonesty in courses in another Northwestern school.

Q. In instances where a student registered in Northwestern University in Qatar has been found to have committed an act of academic dishonesty in a course offered by another school, the NU-Q Academic Integrity Review Committee will notify the student in writing of the formal referral of the matter to Northwestern University in Qatar for determination of a Northwestern University in Qatar sanction, if any. Such notification will inform the student that they may schedule an appointment with the NU-Q Academic Integrity Review Committee, to take place within seven working days, to present any evidence of mitigating circumstances, but not on the underlying question of guilt or innocence. If the student does not schedule an appointment within the allotted time, or within such extension of time as the NU-Q Academic Integrity Review Committee may grant in his/her sole discretion, NU-Q Academic Integrity Review Committee will make a decision on sanctions based on the available information.

R. The NU-Q Academic Integrity Review Committee will inform the student in writing of any sanction imposed and of the student's right to appeal that sanction (but not issues of guilt or innocence) to the NU-Q Academic Integrity Appeal Committee.

VII. GENERAL CONSIDERATIONS

S. A student charged with academic dishonesty may not change his or her registration in the course(s) in which a charge is pending or in which a finding of academic dishonesty has been made.

T. At any stage of the proceedings described above, the student may be accompanied by a fellow student, a faculty member, or another individual of the student's choosing, but not by an attorney. This person may not, however, take part in the proceedings; the student must speak on their own behalf.

U. Sanctions specified by the NU-Q Academic Integrity Review Committee, as modified by the NU-Q Academic Integrity Appeal Committee of the Associate Dean for Education (if an appeal has been filed), shall take effect at the expiration of the period for appeal of a decision if an appeal has not been filed, and after a decision has been reached by the NU-Q Academic Integrity Appeal Committee or the Associate Dean for Education if an appeal has been filed. If the appeal is not granted, the sanction will be applied retroactive to the date specified by the NU-Q Academic Integrity Review Committee, and, if necessary, current registrations may be canceled.

V. All materials relating to an allegation of academic dishonesty will be kept in the Academic Integrity Review Committee folder and Academic Integrity Appeal Committee folder, respectively, until the student has graduated or for ten years after the incident, whichever is earlier.

W. All references to the Associate Dean for Education in these procedures include the Associate Dean for Education designee if circumstances prevent the Associate Dean for Education from participating.

NU-Q Academic Integrity Review Committee
For questions about the appeals process, requests to review case information, or submission of appeals at Northwestern University in Qatar. academicintegrity@qatar.northwestern.edu

Office of Academic Advising and Student Success
Academic advising is an essential component of an undergraduate education. Advisers offer support and guidance, provide a valuable source of information regarding courses and academic goals, and refer students to NUQ resources. First-year students are required to meet with their advisers no fewer than three times during the first semester. Sophomores, juniors, and seniors are expected to meet at least once a semester with their primary academic adviser. Helping students make the most of their time at the university, advisers assist students with a variety of academic matters, including course planning, degree requirements, study abroad, inter-school transfers, minor selection, and petitions to graduate. Students are encouraged to meet frequently with their academic adviser, understand the degree requirements, policies, and deadlines, be proactive in their academic journey, and attend workshops organized by the Academic Advising and Student Success office.

For academic advising inquiries, contact the Office of Academic Advising and Student Success at Northwestern University in Qatar at academicadvising@qatar.northwestern.edu

Accessible NU-Q
Accessible NUQ works to provide students with disabilities a learning and community environment that affords them full participation, equal access, and reasonable accommodation. For further information on ANU-Q, visit the https://my.qatar.northwestern.edu/academic-resources/academic-advising/accessiblenu-q/ or email: accessible@qatar.northwestern.edu

Writing Center
For questions or support related to writing, plagiarism, and effective use of citations, please see the Writing Center at Northwestern University in Qatar.
nuqwritingcenter@northwestern.edu

Student Records
For questions about registration, suspensions, or expulsions, please speak to the Student Records office at Northwestern University in Qatar
studentrecords@qatar.northwestern.edu

Graduation Honors and Awards

Dean's Scholastic Honors
These honors recognize the outstanding academic achievement of graduating students and are calculated on the number of times a student has been on the Dean's List by the end of the fall semester prior to the graduation ceremony.

- Highest Honors (Dean's List 7 times)
- High Honors (Dean's List 6 times)
- Honors (Dean's List 5 times)

Students who are Dean's Scholastic Honors recipients receive an honor cord to be worn with their

regalia during the graduation ceremony. Honor cords are distributed along with regalia for students planning to participate in the graduation ceremony.

* Students who graduate before completing the standard number of semesters required for their degree program will be subject to a separate review process.

Senior Awards

Each year, NU-Q recognizes graduating seniors for academic excellence and leadership skills. The awards are determined by the dean, academic programs, and student experience.

- Dean's Award
- Communication Program Award
- Journalism and Strategic Communication Program Award
- Liberal Arts Program Award
- Student Leadership Award

Selection of each award is made by committees of faculty and staff. The Dean's Award is presented to an exceptional student in the academic areas of NU-Q.

Students who are senior awards recipients receive an award presented during the graduation ceremony and an award certificate to be given along with the conferred degree. Official diplomas, along with Senior Award certificates, are issued after degrees are conferred, and students will be notified by Student Records office when diplomas are available.

Latin Honors

Latin Honors are based on a student's final cumulative grade point average (GPA) at Northwestern University in Qatar. Latin honors are noted on the student's official transcript and official diploma when the degree is conferred. Official diplomas, along with any Latin honors, are issued after degrees are conferred, and students will be notified by the Office of Student Records when their diplomas are available.

The designation of Summa Cum Laude (top 5%), Magna cum Laude (the next 8%) or Cum Laude (the next 12 %), frequently referred to as Latin Honors, is awarded to the top 25% of graduating students. Latin Honors are determined by grades earned in all undergraduate coursework. Latin Honors take into consideration all students within the school as a whole and do not distinguish between individual degree programs, such as Journalism and MIT. Courses taken through cross registration or from another university may count toward graduation but is not included in the GPA calculation.

Special Academic Opportunities

Cross-Registration at other EC campuses

NU-Q students may cross-register for courses at other U.S. universities in Education City. Permission to cross-register is granted by Academic Affairs, which assists in the cross- registration process. Students should meet with their academic adviser to discuss cross- registration policies. NU-Q students should be aware that cross-registered courses may count towards graduation but in keeping with Northwestern University policy, do not count in the overall GPA calculation. Students who need a record of grades received in cross registered courses should contact the host campus for an official transcript.

Field Study and Internships

Internships and research opportunities are available to NU-Q students. Opportunities vary greatly; some carry academic credit and/or a stipend and may be completed in conjunction with coursework. Co-curricular (non-credit-bearing) internship opportunities are regularly posted on Handshake, NU-Q's student career platform. During the regular academic semester, students may undertake up to 20 hours of internship work per week. During university breaks, including summer, fall, and winter breaks, students may undertake up to 40 hours per week. Some internship opportunities may require a full-time commitment and may involve living away from Qatar. Students considering a full-time internship should consult with Academic Advising regarding the applicable academic requirements and conditions.

Funding for Research and Creative Work

Northwestern University in Qatar students may apply for funds to support research and creative work. Interested students should meet with their program director to discuss possible sources of funding.

Resources and Services

Library Resources

As part of the Northwestern University in Qatar, Northwestern University, and the broader Education City ecosystem, the NU-Q Library provides students, faculty, and staff with access to an extensive collection of information resources, media, and research services.

The NU-Q library develops and maintains a collection of physical and electronic resources tailored to the academic, research, and intellectual needs of the NU-Q community. Its physical collection is made up of 27,500 books, 14,300 DVDs comprising films, documentaries, and television programs, 48 scholarly and trade periodicals and a selection of daily local newspapers both in English and Arabic. The library also subscribes to a range of specialized electronic resources, including major academic streaming media platforms, newspaper archives, language learning tools and leisure-reading eBook collections that support both academic pursuits and personal enrichment.

In addition to its local collections, the NU-Q Library community benefits from access to the Northwestern University Libraries' vast digital holdings, including more than 4 million electronic books, and over 1 thousand specialized databases containing millions of scholarly articles, journals, and other research materials across a wide range of disciplines. The NU-Q Library continuously evaluates and develops its collections to support the evolving teaching, learning, research, and professional needs of the community.

Through Interlibrary Loan (ILL) services, members of the NU-Q community can access the extensive collections of Northwestern University Libraries, one of the leading academic research library systems in the United States. NU libraries' collections include more than 7 million print and electronic volumes, 341-terabytes of unique, and a rich array of resources spanning, books, journals, maps, films, videos, and distinguished special collections, including the internationally recognized Africana, Music and Transportation libraries. As part of the Education City, the NU-Q Library can borrow resources from partner University Libraries, expanding access to subject areas that complement the NU-Q community needs and interests.

Beyond its collections, the NU-Q library plays a central role in advancing academic excellence by

providing expert research support and fostering information literacy across the university. A team of professional librarians offers personalized research consultation, classroom instruction, workshop and specialized training designed to strengthen research skills and support academic success. Librarians collaborate closely with faculty and students to integrate research competencies into the curriculum and to support scholarly inquiry at all levels.

The library also serves as one of the university's principal academic and collaborative spaces, where students study, conduct research, collaborate on group projects, create media, meet with faculty, and engage in intellectual and creative pursuits. Through orientation programs, workshops and ongoing support services, the NU-Q library equips students with knowledge, resources and skills they need to succeed in their academic journey at NU-Q and beyond, fostering independent and life-long learning skills.

The Writing Center

The NU-Q Writing Center is an academic resource for all students that provides support in the form of one-to-one consultations with professional staff and peer tutors. Students are encouraged to seek feedback on their writing at any stage of the process for course assignments and personal projects. This includes multimedia projects and presentations. Most sessions are conducted one-on-one, however, students working in teams on group projects are encouraged to attend appointments together. We are located on the second floor of the library. Appointments can be made in advance at https://northwestern.mywconline.net/ but walk-ins are welcome.

The Research Office

The NU-Q Research Office is committed to fostering, creating, and supporting a strong research culture that benefits both faculty and students. Research Office staff provide guidance on general research inquiries, grant proposal writing, and budget development.

The office also supports students seeking internal funding opportunities, including the NU-Q Conference Travel Grant (CTG), which promotes academic engagement, professional development, and the dissemination of student research at prestigious regional and international scholarly conferences, and the Summer Undergraduate Language Grant (ULG), which funds intensive language study to support students' academic and career goals.

In addition, students working with NU-Q faculty mentors receive assistance in identifying and applying for external grants, ensuring they have the necessary support throughout the proposal development and submission process.

In partnership with the Office of Undergraduate Research (OUR), the Research Office offers several grant opportunities to students, including Academic Year and Summer Undergraduate Research Grants, and Summer Undergraduate Language Grants. Further support is provided to students whose research projects are selected by OUR for in-person presentations at the annual NU Undergraduate Research Expo and Creative Arts Festival, fostering student engagement in global academic and creative platforms.

Opportunities available to NU-Q students are listed at: https://my.qatar.northwestern.edu/academic-resources/research-resources/grants.html

To be eligible for funding programs through the Research Office, students must be in good standing.

For further information, please contact the NU-Q Research Office at research@qatar.northwestern.edu.

Information Technology

Northwestern University in Qatar Information Technology (NU-Q IT) supports the NU-Q community's use of technology.

NU-Q IT provides support by email, phone, or in person at the Helpdesk. Hours are Sunday–Thursday, 8:30 a.m.–5:00 p.m. (GMT+3). The Helpdesk can be reached at helpdesk@qatar.northwestern.edu or 4454-5150.

The NU-Q campus is connected to the internet through high-speed wired and wireless networks, giving students full access to Northwestern online services across campus. Media-enabled conference spaces support videoconferencing with Northwestern's Chicago and Evanston campuses and with collaborators worldwide. State-of-the-art smart classrooms further enhance teaching and learning.

Multiple classrooms support hands-on work with specialized software and datasets, including photo editing, web development, and animation. NU-Q editing suites and studio facilities provide hardware and software for advanced video and audio production. Students may also check out cameras and other equipment from the Production and Digital Media Services team.

Northwestern offers additional online services to support student needs. CAESAR (https://www.caesar.northwestern.edu) allows students to register for classes, view schedules, access unofficial transcripts, review financial aid and account information, and update directory and emergency contact details. The Canvas learning management system (https://canvas.northwestern.edu) enables instructors to share course materials and communicate with students, while supporting student collaboration online.

Students are expected to review and follow the University's technology rights and responsibilities policies: https://www.it.northwestern.edu/about/policies/responsibilities.html

Production & Media Equipment

NU-Q's Production and Digital Media Services Department oversees the daily operations and support of NU-Q's advanced production studios, control rooms, audio recording facilities, newsroom, video editing suites, audio post-production suites, animation lab, and color-grading lab. The production team also provides comprehensive in-classroom support to ensure faculty and students have the necessary resources for effective teaching and learning.

The nerve center is the Equipment Cage, which houses thousands of pieces of production equipment and serves as the main location for students to connect with the production team. We carefully manage its inventory and ensure everything is in optimal working condition for students and faculty to reserve, check out, and use.

The Production Team also provides technical support for institutional and student-led events on campus.

During the Spring and fall semesters, the Equipment Cage is open from 9 A.M. to 5 P.M., Sunday through Thursday. Times vary during term breaks, Ramadan, and Summer. The production team can also be reached by emailing production@qatar.northwestern.edu.

For more information about NU-Q's Production and Digital Media Services, please visit the MyNU-Q page.

Student Affairs

Student Affairs is committed to enriching the student experience through educational programs, services and resources that complement academic learning, foster community engagement and support students' personal and professional development. Guided by Northwestern values and Qatari cultural and social traditions, Student Affairs helps prepare students to thrive as global citizens and future leaders in the fields of communication, journalism and media. Student Affairs aims to:

- Support the academic experience through co-curricular programs and opportunities that promote personal growth, leadership and career readiness. Ensure a safe, inclusive and welcoming community for all students by providing resources and services that empower student success and well-being.
- Promote collaboration and respect among all community members.
- Uphold standards and policies that reflect the university's values, protect individual rights and encourage responsibility and accountability.
- Develop programming that embraces local customs, traditions, and our diverse community.

Qatar Foundation Student Center

The Qatar Foundation Student Center (Multaqa) is a vibrant, multipurpose facility that servers as a hub for student life and community engagement. Amenities include a food court, convenience store, state-of-the-art sports facilities, fully-equipped fitness spaces, arcade, bowling alley, nail salon, wellness center, ballroom and conference spaces, art gallery, movie theater, black box theater, and student organization and activity spaces.

Residence Halls

Student housing is available for NU-Q students in Qatar Foundation Student Housing. Centrally located on the Education City campus and within walking distance of NU-Q classrooms and offices, the accommodations have studio, one and two -bedroom apartments in gender specific buildings. Every floor has a common laundry area, and most halls have student social rooms, computer labs with printers and Internet access. Some mixed-gender environments are available during the day, including a coffee shop, dining hall, Residence Life staff offices, and community learning centers. Every residential building has on-site security 24 hours a day.

Qatar Foundation Primary Health Care Center

The Qatar Foundation Primary Health Care Center (QF PHCC), located in the QF Student Center, is the primary health care center for all Education City students. The QF PHCC is staffed by general physicians, a gynecologist, dentists, nurses, and a psychiatrist. The Center provides routine curative health services, basic dental care, preventative care and wellness exams.
Additionally, Kulud Pharmacy, located in the QF Student Center and within QF PHCC, is licensed to issue prescriptions.

Health Insurance

All full-time and part-time enrolled students are registered in a private comprehensive health insurance plan. The State of Qatar also provides national health coverage for all residents of Qatar. International students are eligible to obtain a national health card after completing an application and receiving their residence permit.

Immunizations

All enrolled students are required to provide documentation of vaccination or positive immunity from diphtheria, tetanus, pertussis, measles, mumps, rubella and meningitis. All students, with the assistance of their health care provider, must submit a completed copy of the Student Immunization Form to Counseling and Wellness. Students with an incomplete health file may be ineligible to register for classes and, if applicable, jeopardize residency privileges in on-campus housing.

Fitness and Recreation

All students are encouraged to maintain personal fitness and to participate in various athletics, as well as take advantage of the recreational facilities within Education City. The Recreation Center offers several fitness classes in addition to a multipurpose gym and a wood-floor gym, mixed and ladies only fitness rooms with exercise bikes, treadmills and other equipment; a weight room; outdoor basketball and tennis courts; a wood-floor aerobics gym; squash courts; a running track and field; an Olympic- size swimming pool; and changing rooms with lockers.

Counseling and Wellness

NU-Q recognizes how health is central to the personal, academic, and professional success of students. NU-Q Counseling and Wellness is a campus resource for all currently enrolled students and its services are free of charge. Counseling and Wellness provides confidential short-term counseling to address developmental adjustment concerns as well as chronic mental health issues, crisis counseling, consultations with parents and students, health promotion programming, administration of student health records and coordination of medical leave of absence. CW is also able to make referrals to other health- related professionals in the community as needed by students.

Admission Statement for Individuals with Disabling Conditions

Northwestern University has a strong institutional commitment to the principle of diversity in all areas. Admission to Northwestern University and any of its sponsored programs is open to all qualified individuals. Northwestern University does not discriminate on the basis of an individual's disability and complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) as amended in its admissions, accessibility, treatment, and employment of students in its programs and activities. Additional information on Accessible NU- Q can be found at: https://my.qatar.northwestern.edu/academic- resources/academic- advising/accessiblenu-q/index.html

Campus Regulations

Northwestern Qatar Campus Safety and Security

The safety, health, security, and well-being of all students, faculty, staff, and visitors are fundamental priorities at Northwestern Qatar. The University is committed to maintaining a safe, secure, and supportive learning environment that enables all members of the community to learn, work, and thrive.

Campus safety and security services are provided by the Health, Safety, Security, and Environment (HSSE) Department, which works continuously to protect the Northwestern Qatar community through emergency preparedness, incident response, risk management, and safety awareness initiatives.

All students are expected to exercise personal responsibility, remain aware of their surroundings, and promptly report any safety concerns, suspicious activity, security incidents, accidents, injuries, or medical emergencies.

In the event of a medical emergency, security concern, fire, accident, or any situation requiring immediate assistance, students should contact the Northwestern Qatar Emergency Control Room at +974 4454 5247

NU-Q ID Card

All Northwestern Qatar students are issued an NU-Q Identification (ID) Card, which serves as the official University identification credential and provides access to a range of campus services and facilities. Students are required to carry their NU-Q ID Card at all times while on University premises and within Education City.

The ID Card remains valid for the duration of a student's enrollment and must be presented upon request to security personnel. To maintain a safe and secure campus environment, students, faculty, and staff may be required to display their NU-Q ID Card when entering the building. ID Card is issued for individual use only and must not be shared, transferred, loaned, or used by any other person under any circumstances.

The NU-Q ID Card is required to:

- Access the University building, classrooms, other authorized spaces.
- Use University printing, photocopying, and related campus services.
- Support campus safety and security procedures.

Students are responsible for safeguarding their ID Card and reporting any lost, stolen, damaged, or malfunctioning cards promptly in accordance with University procedures.

The NU-Q ID Card is an important component of campus safety and operational security, and all students are expected to comply with University requirements regarding its use and possession.

University Building Access

Northwestern Qatar is committed to providing students with a flexible and accessible academic environment that supports learning, collaboration, and student engagement. To meet the diverse needs of the University community, the Northwestern Qatar building is accessible to enrolled students 24 hours a day, seven days a week, including weekends and University holidays, unless otherwise communicated.

While the building is available around the clock, access to certain facilities, classrooms, laboratories, studios, and specialized spaces may be subject to operational hours, authorization requirements, or scheduled activities. Students are expected to comply with all University policies, safety requirements, and security procedures while using campus facilities.

The University reserves the right to modify building access arrangements during emergencies, or

other operational circumstances when necessary to protect the safety and security of the campus community.

Students visitors

Northwestern Qatar welcomes visitors to campus while maintaining appropriate security measures to ensure the safety and well-being of the University community.

The Northwestern Qatar building is open during regular business hours from 6:00 a.m. to 6:00 p.m., Sunday through Thursday. Visitors seeking access to the building outside of these hours must be registered and personally sponsored by a currently enrolled Northwestern Qatar student. Students hosting visitors are responsible for ensuring that their guests comply with all University policies, safety requirements, and security procedures while on campus. Visitors must present a valid ID upon request and complete any required registration procedures before being granted access.

Student Health Care

Northwestern Qatar is committed to supporting the health and well-being of its students by providing access to a range of healthcare services both within Education City and throughout Qatar.

Students have access to primary healthcare services through the Qatar Foundation Primary Health Care Center (QF-PHCC), located at Multaqa (Student Center) in Education City. The center offers medical consultations and general healthcare services to eligible students, providing convenient access to care close within the campus.

In addition to on-campus healthcare resources, students may access medical services through the Qatar National Health System, which provides a broad network of public healthcare facilities across the country.

Northwestern Qatar also provides health insurance coverage for eligible students, enabling access to a network of approved healthcare providers, clinics, hospitals, and specialists. Students are encouraged to familiarize themselves with their health insurance benefits, coverage requirements, and claims procedures to ensure timely access to medical care when needed.

Students requiring urgent medical attention should seek emergency assistance immediately and follow University or Education City emergency procedures when on campus.

Maintaining good physical and mental health is an important part of student success. Northwestern Qatar encourages students to make use of available healthcare resources and seek appropriate medical support whenever needed.

Motor Vehicles

Students who operate motor vehicles within Education City are expected to do so responsibly, safely, and with consideration for pedestrians, tram users, and other road users. Maintaining a safe campus environment is a shared responsibility, and all road users are expected to comply with applicable traffic laws, Education City regulations, and posted signage.

Speed limits are clearly posted throughout Education City and must be observed at all times. Drivers who exceed posted speed limits or otherwise violate traffic regulations may be subject to enforcement action by the relevant authorities, including fines issued by the Qatar Traffic Police.

Student safety remains a priority, and all individuals are encouraged to make responsible travel choices that contribute to a safe, respectful, and accessible campus environment for everyone.

Parking and Transportation

Northwestern Qatar encourages students to make use of the transportation and parking resources available throughout Education City while contributing to a safe, efficient, and accessible campus environment.

Parking within the Northwestern Qatar building is limited. The basement parking facility is reserved for authorized faculty and staff members, and student parking is not available in this area. Students who drive to campus should use the designated student parking areas within Education City.

Student parking is located on the south side of the Qatar Foundation Minaretein building, approximately a five-minute walk or one tram stop from the Northwestern Qatar building. Students are encouraged to plan their travel accordingly and allow sufficient time to travel between parking locations and campus facilities.

To support convenient movement throughout Education City, students may also utilize the Qatar Foundation Tram, which provides free and efficient transportation between key campus destinations.

For added convenience, a fee-based valet parking service is available to students, faculty, staff, visitors, and guests at the north entrance of the Northwestern Qatar building. Availability, operating hours, and service fees may be subject to change.

All members of the University community are expected to comply with parking regulations, traffic requirements, and transportation policies established by Qatar Foundation and the relevant authorities. Vehicles parked in unauthorized areas may be subject to enforcement action in accordance with applicable regulations.

Northwestern Qatar encourages students to consider all available transportation options and to travel safely and responsibly while on campus.

Personal Property and Lost Items

Students are responsible for the security and safekeeping of their personal belongings while on campus and within Education City. Northwestern Qatar does not accept responsibility for the loss, damage, or misplacement of personal property brought onto University premises.

Students are encouraged to take reasonable precautions to protect their belongings, and avoid leaving property unattended in classrooms, study areas, common spaces, or Education City campus locations.

If personal property is lost, misplaced, or believed to have been stolen within the Northwestern Qatar building or elsewhere in Education City, students should report the matter as soon as possible to the appropriate building security team. Assistance may be obtained by contacting the building Security Control Room or visiting the nearest staffed security entrance.

Filming and Photography Inside and Outside Education City

As part of their academic programs, Northwestern Qatar students may engage in filming,

photography, and other media production activities both within Education City and at external locations. To ensure that these activities are conducted safely, professionally, ethically, and in compliance with applicable regulations, students are expected to familiarize themselves with all University policies, procedures, and guidelines relating to filming and photography.

Northwestern Qatar's filming and photography policies are designed to support successful academic projects while protecting the privacy, safety, security, and operational requirements of the University, Qatar Foundation, and the wider community.

Students must obtain any required approvals, permits, or authorizations before conducting filming or photography activities in University facilities, Education City locations, or external sites where permission is required. Additional requirements may apply when filming involves specialized equipment, public spaces, restricted areas, drones, commercial entities, or individuals who have not provided consent.

Smoking and Vaping

Northwestern Qatar is committed to providing a healthy, safe, and comfortable environment for students, faculty, staff, visitors, and guests. In support of this commitment, the University promotes a smoke-free and vape-free campus environment and encourages practices that protect the health and well-being of the entire community.

Communication Program

Major in Media Industries and Technology (MIT)

Mission Statement

NU-Q's Communication Program prepares students for leadership and creative careers as media professionals and lays an intellectual foundation for those who go on to pursue graduate education. MIT coursework emphasizes the interdependence of theory and practice to ensure that our graduates understand the complex roles and functions of media in society, with particular interest in this region. Students become effective and responsible storytellers using a wide variety of digital media platforms and emerging technologies and learn to appreciate professional ethics that respect the social responsibilities of media makers, managers, and researchers. The MIT major is highly versatile: it promotes transferable skills relevant to career paths within and beyond media, technology, and communication. Our graduates are effective communicators, capable researchers, accomplished storytellers, innovative producers, persuasive designers, and conscientious leaders. NU-Q's Communication Program empowers students to be creative, flexible, analytical, and critical thinkers able to understand complex problems and solve them in ways that make the world a better place.

Core Values

Core values of the Communication Program at NU-Q include an emphasis on high media literacy; active experiential learning; ethical practice and accountability; critical thinking; respect for diversity; collaboration and teamwork; and the cultivation of intellectual curiosity and a drive for life-long learning.

Program Learning Goals

Learning goals for the Communication Program at NU-Q include the following six priorities:

1. Teach students the concepts and skills that are necessary to be effective communicators and storytellers using contemporary media technologies.
2. Develop critical thinking skills and analytical capacity for independent study and life- long learning.
3. Fuse theory and practice to empower students to achieve their own ambitions.
4. Stimulate intellectual curiosity to ask relevant questions about the global media environment and seek answers in a scientific way.
5. Encourage collaboration, inclusive learning, and respect for diversity.
6. Cultivate professionalism and adherence to work ethics.

Program Learning Outcomes

The Communication Program at NU-Q has five learning outcomes for all students in the major. Upon graduation, MIT major students will be able to:

1. Identify, explain, critique, and apply foundational media theories to the analysis of media texts, industries, and practices.
2. Describe and evaluate global media histories, placing the range of media practices within contemporary, historical, cultural, and political contexts.
3. Collaborate effectively and demonstrate a commitment to diversity, inclusion, and ethical considerations in media research, communication, and creation.
4. Plan and conduct research using diverse and interdisciplinary methods to explore and develop insights into contemporary and historical communication issues.
5. Design and create impactful stories, arguments, and experiences in a variety of media forms while adapting to changes in technology, industry, and culture.

Categories of Coursework

The MIT major features three broad categories of coursework:

1. Courses teaching media history from diverse perspectives; innovation, diffusion, and development of emerging technologies and media industries; media analytics and data science; and media aesthetics in both common and distinctive conventions and styles.
2. Courses teaching influential theories and analytical tools/methodologies that help explain complex interdependencies linking media and society; audience relations and media effects; media industry structures and dynamics; media users and contents/platforms; and media management and entrepreneurship.
3. Courses teaching media design and production that immerse students in the practical experience of creating media products using contemporary digital media technologies and software in diverse platforms. Students develop necessary understandings and skills for professional production across digital platforms.

Alumni Career Paths

NU-Q graduates with the MIT major are working for companies in every media and technology industry (broadcasting, online media, social media, digital gaming, VR, AI, data science, etc.), creative industries (film, performing arts, design, fashion, print, publishing, etc.), and for talent agencies, as well as in advertising/marketing/branding, research, analytics, and communication roles for companies, ministries, non-profit organizations, cultural associations, and NGOs. The MIT major prepares students for management, production, and leadership roles, entrepreneurial careers, and lays a firm foundation for pursuing advanced degrees (MFA, Academic MA/MS, and Ph.D.) at top-ranked universities.

Academic Policies

All undergraduate students enrolled in MIT courses are accountable to Northwestern University's

standards of academic integrity (for details please see the chapter in this catalogue on Academic Integrity in Undergraduate Education). Students are responsible, as well, for compliance with the following general standards:

- Attendance is required for all MIT courses. Students are expected to be in class and on time for the start of each scheduled session. Instructors manage their respective course attendance policies. Excessive and unexcused absences are a legitimate cause for failing a class.
- Students cannot enroll in two classes that meet at the same time or overlap.
- All assigned work must be completed to receive credit for a course.
- Assignments must be turned in on time and examinations taken as scheduled.
- Assignments and exams cannot be delayed or made up without the instructor's approval. Instructors are not required to give their approval.
  Incompletes must be approved by the instructor before final grades are due. Receiving an incomplete requires completing a form that stipulates the deadline for finishing any assignment that is outstanding at the end of a semester that is signed by the student and the instructor. Once agreed, the deadline for completion cannot be changed. Failing to complete a missing assignment by the agreed deadline will result in a zero for that assignment and the final grade will be calculated and assigned on this basis.

Grade Requirements

Students must achieve a minimum grade point average (GPA) of 2.0 in all non-communication courses taken for a letter grade and a minimum GPA of 2.0 in communication courses. The communication GPA is an average of the grades (including F's) in all communication courses attempted. In addition, all communication students are subject to the following grade requirements:

- All distribution courses and all courses applied to a major must be completed with a grade of C– or higher.
- Students who earn a grade of D or lower in a communication course must retake the course until they have earned a C- or better to fulfill major requirements.
- When communication courses are repeated, both grades are computed in the GPA; one course does not substitute for another.
- A maximum of 8 courses with grades of C- or below and/or P/N may count towards the 32 units required for the degree.
- All incomplete grades, unless made up satisfactorily according to the terms of the incomplete policy, are counted as F's.
- Students who do not meet the minimum GPA requirements are placed on academic probation. Continued poor performance will result in further academic disciplinary action, including academic probation or dismissal.
- Students are required to take the following courses for letter grades (A, A-, B+, B, B-, C+, C, C-, D, and F).
  - All distribution requirements
  - All communication courses regardless of which requirement they fulfill.
  - Courses in the major department may not be taken for a P grade, regardless of whether the course is used toward the major requirements or as an elective.
- Grades of P or D may apply only to elective requirements; they may not count in either the major, minor or distribution requirement areas.
- Electives may be taken pass/no credit (P/N) if that option is available. No more than two courses taken P/N may be counted toward the 32 units required for graduation. Only one course per semester may be taken P/N.

Required classes are called *distribution courses*. All distribution courses and all MIT elective classes

pertinent to completing a degree in the major must earn a grade of C- or higher to count towards graduation. Distribution courses cannot be taken on a Pass/Fail basis. Anything other than a letter grade can only be applied for in elective classes, with a maximum of two Pass/Fail grades in total at graduation. Courses offered by the major department may not be taken for a P grade, regardless of which requirement they are applied to, and even if they will count as an elective.

Course Requirements

A total of 32 units is required to graduate from NU-Q with the Media Industries and Technology major. In general, 1 course = 1 credit unit. Academic Advisors will inform students of any potential variations. The total units include required major courses, distribution courses, electives within the major, and electives taken outside the major that are offered by other programs at NU-Q (Liberal Arts or Journalism and Strategic Communication) or courses
offered by other EC schools for which the student has permission to enroll.

Every student is expected to consult with her or his Academic Advisor each semester to plan an appropriate selection of courses. Students must fulfil all coursework requirements to earn a degree from Northwestern University. Consulting one's Academic Advisor routinely will best ensure on-time graduation. Students who fail to do this or choose to ignore their Advisor's recommendations for course enrollment will not receive special treatment or provisions for enrollment that semester and cannot be guaranteed on-time graduation.

Distribution Requirements

The following courses are degree requirements for all NU-Q students with the MIT major:

- Twelve courses outside the major. This begins with courses that comprise the core curriculum in the first year of studies. The first four should be completed during the first year. The other two are completed later as specified below:
    - English 103-1: First-Year Writing, Semester-1
    - English 103-2: First-Year Writing, Semester-2
    - JOUR-100-0: Journalism: Screens and Streams
    - JOUR 200-0: Journalism in the Digital World
    - INTERDIS 203-0: Ways of Knowing (taken during the second year)
    - Six units must be completed in any field of study outside the MIT major. At least three of the six must be offered at the 300 level or equivalent.
    - Each student must also complete one STEM course (Science, Technology, Engineering, or Math). A range of options satisfy the requirement. Students should consult the Academic Advisors to clarify the best options semester by semester.

- Ten units within the major:
    - MIT 100 Media and Society
    - MIT 101: Analyzing Media Texts
    - MIT 190: Media Construction
    - GEN CMN 201-0: Research Methods
    - Six elective units in the MIT major, 2 at any level, 4 at the 300 level.

Elective Requirements

MIT students must complete 10 elective units at any level and in any field.

Three MIT electives can be selected independently as part of the ten-course requirement within the major. No student is required to take any of these courses, and each requires permission from the instructor to enroll. All three require the student to complete forms or other documents as the basis

for receiving permission to enroll. Instructors are not required to approve enrollment in any of the three courses, and enrollment numbers are limited due to unusually high demands on the instructor's time:

- MIT 349 Internship (details provided below)
- MIT 387 Research Practicum
- MIT 399 Independent Study

Communication Major Course Plan

The following four-year course plan is a sample plan meant to assist in course registration and degree progress planning. Actual course registration and degree progress may vary depending on a variety of factors, including course offerings per term, available seats in courses, minor elections, etc.

Year 1	
Fall	***Spring***
MIT 100 Media and Society	JOUR 200: Journalism in the Digital World
ENGL 103-1: First Year Writing*	ENGL 103-2: First Year Writing*
JOUR 100-0: Journalism: Screens and Streams	MIT 101: Analyzing Media Texts
Out of major any level	STEM course (science, technology, engineering, or math)
Year 2	
Fall	***Spring***
INTERDIS 203: Ways of Knowing*	GEN_CMN 201-0: Research Methods*
MIT 190: Media Construction	MIT any level
Out of major any level	MIT any level
Free elective	Out of major any level
Year 3	
Fall	***Spring***
MIT 300 level	Free elective
Out of major 300 level	MIT 300 level
MIT 300 level	Out of major 300 level
Free elective	Free elective
Year 4	
Fall	***Spring***
MIT 300 level	Out of major 300 level
Free elective	Free elective
Free elective	Free elective
Free elective	Free elective
* Required courses. Please see Grade Requirements for required courses. Please see pre-requisites on CAESAR and the published timetable for all courses.	

Internships for Academic Credit

MIT students interested in internships for academic credit should start the internship process by speaking to their Academic Advisor to determine how many units of free electives they are eligible to take based on degree progress. To receive academic credit for an internship, students must

concurrently be enrolled in MIT 349 Internship. The class is a regular class with readings, assignments, etc. Internships must run concurrently with the academic term in which MIT 349 is taken. Students may not start their internship before the academic term begins and must complete the internship during the registered term

Eligibility and requirements:

1. **MIT students who are Juniors and above** are eligible to be considered for internship for degree credit.
2. **Number of Units:** Students may be eligible for 1-4 units based on degree progress. The number of internship units a student can register for should be determined in close coordination with Academic Advising. The maximum number of units a student may earn is Each unit of credit requires 10 hours of work per week per semester (140 hours total per unit). The number of units a particular student takes depends on how many they are eligible for and what the internship host agrees to. Students enrolled in a full-time internship (4 units) may not enroll in other courses during the same semester.
3. **Securing an Internship:** Students are required to identify and secure an internship themselves. Students looking for internship opportunities in Qatar, are advised to login to Handshake with their NU-Q student email and password. If they have further questions, they are advised to schedule a meeting with the NUQ Career Services Manager. Once a student has received an internship offer, they may begin the vetting process.
4. **Vetting of Internship:** To earn academic credit, students must participate in a vetted and approved internship. The vetting process is conducted by Career Services and the instructor of MIT 349 prior to the semester in which the course is offered. Once approved, the student will be administratively enrolled in the internship course. Internships must be a new placement and cannot be a continuation of or repeat of a prior role.

It can take time to complete the process for securing and vetting an internship, thus if all steps are not completed by regular registration, students should enroll in other courses to ensure degree requirement completion.

MIT 349 Internship

This course provides academic structure and guidance for professional internships being completed by students in the Communication Program. The course covers organizational communication and behavior topics, including organizational cultures; working in teams; managing generational differences; effective workplace strategies; leadership and mentoring; work-life balance; ethics and soft skills; feedback and motivation; technology in the workplace; networking; and starting life as a young professional. In this seminar-style class, we discuss the readings and their relationship to events in the job sites; students share their progress reports, questions, and concerns about the work they are completing in various media-related jobs. Students are encouraged to explore the links and gaps between what they have learned in the classroom and what they are learning in the workplace, thereby developing their professional skills while deepening their academic experiences. Students are evaluated on a written final project and presentation and by their work site supervisor, as well as their weekly responses to the readings and other written work.

Prerequisites: None

- Open to juniors and above, MIT majors only
- Students are eligible for 1-4 units. The exact number to be determined by Academic Advising.
- Career Services and Instructor permission is required; students should submit an application by

the deadline.

Independent Studies and Research Practicums

MIT majors may take MIT 399 Independent Studies or MIT 387 Research Practicum to supplement their coursework with more individualized study. No student can take more than two units of either MIT 387 or MIT 399. For example, if a student elects to take one unit of MIT 399, the next unit allowed could be MIT 387 or another MIT 399. But after two units in either MIT 399 or MIT 387 have been taken, no more will be allowed.

MIT 387 and MIT 399 do not count toward the major. These courses require consultation with and approval from the instructor who will oversee the study. There are required forms and supporting documents that students must complete in coordination with the instructor, including the syllabus, schedule, and assignments. Students should be aware that instructors are not required to offer an Independent Study or Research Practicum, therefore prior approval and discussion is advised.

MIT 399-0 Independent Study

A tailored course designed and agreed between the student and an instructor. May be taken once or twice. Prerequisite: Consent of the instructor as well as approval by the Communication Program Director and Associate Dean for Education after the petition is submitted. May count towards a minor pending approval by the minor chair and your Academic Advisor.

Courses in the MIT major

Courses for First- and Second-Year Students

- **GEN CMN 201-0 Research Methods in Communication Studies**
  Foundations of knowledge for understanding and conducting research in many areas of the field; explains how communication researchers do their work and enables students to judge the quality of research products and results.
  Required for MIT majors and taken during the second year of coursework.

- **MIT 100 Media and Society**
  Introductory overview of media forms and its relationship to societies. Required for MIT majors. This course is taken during the first year of coursework.

- **MIT 101 Analyzing Media Texts**
  Focus on close analysis of various media texts. Required for MIT majors. This course is taken during the first year of coursework.

- **MIT 143-0 Acting: Basic Techniques**
  Introduction to basic principles of acting for achieving fundamental communication, storytelling, and performance skills that are useful in any career choice, on stage and in life. Counts toward the Film & Design minor.

- **MIT 190-0 Media Construction**
  Introduction to the core components of media: idea, image, sound, and sequence, as well as instruction in technical fundamentals Required for MIT majors and taken during the second year of coursework. This course is pre- requisite for upper-level production courses.

- **MIT 205-0 Theories of Persuasion**
  Survey of major theories that explain how to change another person's attitudes and behaviors. Applications to persuasion within a variety of contexts, including relationships, organizations, legal campaigns, and mass culture.

- **MIT 207-0 Short Film Production**

Short Film Production is an intermediate level production course that builds on foundational media production knowledge gained in MIT-190 Media Construction, and leads towards advanced level courses, such as Directing the Camera, Directing Actors, Lighting and Cinematography, Editing, Advanced Sound Production, and, Advanced Documentary Production.
Prerequisite: MIT 190
Counts toward the Film & Design minor.

- **MIT 212-0 Exploring Global Media**
  Introduction to core concepts in global media. One continuing theme is the interplay between
  the global and the local. Includes exploration of global media development in historical, technological, cultural, and social terms.
  Counts toward the Media & Politics minor.

- **MIT 230-0 Understanding Media Contexts**
  Introduction to media industries as social and cultural forces; especially focuses on ideological and political dimensions of the media.
  Counts toward the Media & Politics minor.

- **MIT 243-0 Acting I: Principles of Characterization**
  Focus on basic concepts of acting, dramatic imagination, and dramatic characterization. Prerequisites: MIT 143 or consent of the instructor.
  Counts toward the Film & Design minor.

- **MIT 260-0 Foundations of Screenwriting**
  Introduction to writing for the screen (film, television, and/or computer), including structure, character, dialogue, format, voice, scope, pace, and context. Lecture/workshop. This course is prerequisite for upper-level MIT writing courses (i.e., at the 360 level). Counts toward the Film & Design minor.

- **MIT 292-0 Documentary Production**
  Examines documentary theories and practices and enables students to create their own documentaries.
  Prerequisite: MIT 190
  Counts toward the Film & Design minor.

- **MIT 298-0 Undergraduate Seminar**
  A range of special topics courses at the 200 level are offered on a varying basis. The course may be taken more than once for credit when the topics are different. These special topics courses are intended for first- and second-year students.

Past and current offering examples include:

- **Interpreting Digital Artifacts:** Critical approaches to interpreting digital media texts, objects, and artifacts, through historical and social/semiotic approaches. Artifacts are the "stuff" that make up culture. This course approaches digital artifacts as cultural objects on the Internet which require retooled interpretive frameworks. We will answer questions like: What can search results tell us about power? How is Twitter a racial artifact? *Satisfies Media and Politics Minor*

- **Metaverse: AI-VR-Convergence:** Introduction to fundamental concepts, basic terminologies, and foundational theories relevant to the Metaverse and AI-smart media interfaces in the broader context of liberal arts education. Discussion of social, psychological, marketing, economic, cultural, and ethical perspectives on VR, AR, AI, ChatGPT, virtual influencers, and the Metaverse as well as their implications for communication, smart media interfaces, and emerging media environments. *Counts towards STEM course (Science, Technology, Engineering, or Math)*

- **Articulating Impactful Visuals:** Creative and ethical approaches to visuals. In this course, students will discuss and create impactful images as used by various media. Students will apply specific theory as it relates to aesthetic message design. They will critically assess visuals, both still and moving, and recognize key elements of a visual message.

- **Influential Public Speaking:** Learn to present effectively in a variety of real-world settings from a former international television presenter and reporter. In this course, students will learn from a former international television news anchor, and reporter, how to become influential, and effective public speakers in real-world settings.

- **Children's Television:** The course explores the history of children's television and media from a critical perspective from the 1950s to the present in both educational and entertaining content. Although American programs are the main object of study, students will investigate children's television outside the U.S. and compare children's media reception practices in Western and non-Western contexts.

- **Visual Communication:** This course will introduce students to the field of visual communication. Topics covered will investigate visual media and culture, visual representation, and digital imagery.

- **MIT 298-0 Undergraduate Seminar: Sound and Society**
  Does the way that we hear change from place to place and in different time periods? How do we learn to listen and to understand sound? This course explores sound and listening as historically and culturally situated phenomena through the interdisciplinary field of sound studies. Locating sound, music, noise, hearing, and listening in a range of locales, we explore the auditory cultures that imbue our everyday lives with volume and feeling. Students will read from a range of disciplines and perspectives on sound, undertake listening assignments, write reflection essays, and explore a topic of their choosing in further depth. This is a course intended to ground students in sound studies as a critical, theoretical endeavor. It complements but does not include or replace coursework in sound production.

- **MIT 298-0 Undergraduate Seminar: GenAI/NLP in Media Innovation**
  Delve into the exciting world of AI with 'ChatGPT & NLP in Media Innovation,' a course designed to introduce the revolutionary impact of artificial intelligence in the media landscape. This course offers an in-depth exploration of ChatGPT and Natural Language

Processing (NLP) tools and techniques, highlighting their applications in modern media. Students will gain practical experience in utilizing AI for data analytics, content creation, and reshaping traditional media formats. The curriculum includes an overview of AI fundamentals, a deep dive into the capabilities of ChatGPT, and hands-on projects using NLP tools for text analytics and creative writing. Designed for humanities and social sciences students, this course requires no prior technical background. Through a blend of lectures, interactive workshops, and project-based learning, students will uncover the potential of AI. The course promises to equip students with cutting-edge skills, preparing them for the evolving landscape of digital media.

Courses Primarily for Third- and Fourth-Year Students

- **MIT 302-0 Cybernetics and Communication**

This course introduces cybernetics as an interdisciplinary framework centered on feedback and communication. It traces the historical development of cybernetic thought and examines its contemporary relevance through case studies in defense, health, business, design, and artificial intelligence. Students will connect core concepts to its practical applications and consider their broader social, political and ethical implications.

- **MIT 312-0 History of Film**
  International survey of motion pictures as a distinctive medium of expression from its prehistory to the present.
  Counts toward the Media & Politics minor. Counts toward the Film & Design minor.

- **MIT 313-0 Documentary Film: History and Criticism**
  Survey of the schools, styles, and purposes of documentary film as a unique form of artistic expression and sociopolitical persuasion.
  Counts toward the Media & Politics minor. Counts toward the Film & Design minor.

- **MIT 321-0 Radio/Television/Film Authorship**
  Exploration of the idea of authorship in the media and examines different uses of author theory related to the work of particular artists.
  May be taken twice for credit when the topical focus of each version of the course is different.

- **MIT 322-0 Radio/Television/Film Genre**
  Exploration of the concept of genre in the media through a focus on particular case studies and examples, with reference to popular forms in various contexts.
  May be taken twice for credit when the topical focus of each version of the course is different. Some versions count toward the Film & Design minor. Check with your Academic Advisor.

- **MIT 325-0 Film, Media, and Gender**
  Explores issues of gender in film and media more generally. Introduces students to major debates and theories regarding gender and sexuality in the media.
  May be taken twice for credit when the topical focus of each version of the course is different.

- **MIT 330-1 & 2 Creative Collaboration**
  A combination of lecture, discussion, and production lab in which students implement the design and directing of a theatrical production. Prerequisite: consent of instructor.

- **MIT 335-0 Introduction to Playwriting**
  Students read plays, complete writing exercises based on the readings, see plays off campus, and ultimately research and write the beginning of a full-length play.
  Prerequisite: MIT 260

- **MIT 341-0 Story in Performance**
  Explores theory, principles, and techniques of interpretation of drama as performance from the perspective of the actor.
  Prerequisite: Either MIT 143 or MIT 243

- **MIT 342-0 Advanced Acting**
  Scene-study course in advanced acting techniques emphasizing scene analysis and character development. Focus on creation of realistic characters from modern theatre. Prerequisite: MIT 341 and consent of instructor Counts toward the Film & Design minor.

- **MIT 349-0 Internship in Radio/Television/Film (1–4 units)**
  Students work in production departments of radio and television stations and film studios, or in other areas of the media industry.
  Guided research and reading. Juniors and above only.

- **MIT 351-0 National Cinema**
  Historical aspects of cinema in a specific nation, region, or geopolitical sphere, or as a social/cultural/intellectual movement within the general evolution of cinema. May be taken twice for credit when the topical focus of each version of the course is different. Counts toward the Media & Politics minor. Counts toward the Film & Design minor.

- **MIT 352-0 Alternative Media in the Middle East**
  Exploration of the diverse ethnic, political, social, economic, and cultural contexts in the Middle East that produce alternative media artefacts through the underground press, pirate radio, independent film, internet technologies, and other forms.
  Counts toward the Media & Politics Minor.

- **MIT 353-0 Arab Television Industries**
  Examines developments in Arab television through cultural, social, technological, commercial, and political lenses. Discusses the history, practice, and impact of Arab television as an expression of political, cultural, social, and economic transformations in the contemporary Arab world.
  Counts toward the Media & Politics Minor.

- **MIT 355-0 Audience Analysis**
  Introduction to methods of analyzing media audiences; emphasis on quantitative research techniques.
  Prerequisites: GEN CMN 201

- **MIT 360-0 Topics in Media Writing**
  Various approaches to screenwriting, emphasizing different modes and genres, such as the feature film, the television pilot, screenplays based on preexisting material, the teen film, or interactive computer scenarios on preexisting material, the teen film, or interactive computer scenarios. May be taken twice for credit when the topical focus of each version of the course

is different. Prerequisite: MIT 260.
Counts toward the Film & Design minor.

- **MIT 372-0 Editing**
  Introduces the fundamentals of digital nonlinear editing of visual media content. Hands-on course with screenings, readings, and a significant amount of time spent editing.
  Prerequisite: MIT 190 with grade of C- or better Counts toward the Film & Design minor.

- **MIT 376-0 Topics in Interactive Media**
  Introduces the fundamentals of designing and developing interactive media, including websites, apps, motion comics, VR, and mobile games. May be taken twice for credit when the topical focus of each version of the course is different.
  Prerequisite: MIT 190

- **MIT 377 One Person Documentarian**
  Teaches the One Person Crew approach to documentary making. Students learn how to develop, produce, and distribute a short documentary as solo work. Works from renowned filmmakers are screened and readings illustrate key concepts.
  Counts toward the Film & Design minor.

- **MIT 379-0 Topics in Film/Video/Audio Production**
  In-depth study and practice in one area of film, video, audio, or television production. May be taken twice for credit when the topical focus of each version of the course is different. Prerequisite: MIT 190
  Counts toward the Film & Design minor. Past and current offering examples include:

  - **Docufiction:** Docufiction blurs the line between fiction and non-fiction filmmaking practices and artistry. In this class, students will be introduced to hybrid, genre-defying films that question traditional definitions of documentary and fiction. Students will familiarize themselves with hybrid films, experimental forms, mockumentaries, documentary reenactments and dramatized "true stories." *Satisfies Film and Design Minor".*

  - **The Director's Vision:** Vision is what distinguishes one film director from another. This course is meant to assist each student in defining and maintaining their unique vision from script to finished film. And yet a director's vision can only be realized through creatively and respectfully collaborating and communicating with others in the cast and crew. *Satisfies Film and Design Minor*

  - **Producing:** Of all the filmmaking disciplines, producing often seems the most elusive. This course will demystify the work of a producer by taking students through the producer's role during the various phases of filmmaking: development, pre-production, production, post-production, and marketing/distribution. Ultimately, students will learn about the myriad decisions that producers must make and the tasks for which they are responsible. *Satisfies Film and Design Minor.*

  - **Lighting Design:** Practical approaches to lighting on stage and on-site. This is a production-heavy and technical course. Throughout the semester, you will learn to describe light and create a mood with available light sources and equipment. You will light short

scenes/vignettes and learn about exposure technology available to you. Finally, you will learn the fundamentals of color grading and how to create a LUT.
Satisfies Film and Design Minor

- **Sports Broadcasting (Production):** In this practical course, students will gain crucial skills to succeed in the sports broadcasting field. They will learn how to produce, shoot, edit, and present action-packed sports stories for television, as well as digital media. The output will include live crossings for games; voiceovers; packages; soundbites; highlights of sports competitions; interviews; profiles; color reporting; graphics requests, and sports-related talk shows.

- **Digital Podcast Production:** In this digital production course, students will form an interdisciplinary team to produce, distribute, and promote an original podcast on iTunes, SoundCloud, Speaker, and other emergent platforms. Students will have the opportunity to specialize in fields of digital production of interest to them. Podcasts represent a media format custom-designed for busy 21st century lifestyles.

- **MIT 380-0 Lighting and Cinematography**
  Explores techniques, aesthetics, and technologies of lighting and the moving-image camera. Prerequisite: MIT 190
  Counts toward the Film & Design minor.

- **MIT 382-0 Sound Production**
  Introduces the fundamentals of sound design. Grounded in history theory. Project-based learning approach. Emphasis on original sound design production using the latest software to enhance or underscore visual media from a variety of genres, (including film, motion graphics, mobile apps, and video games). Prerequisite: MIT 190 Counts toward the Film & Design minor.

- **MIT 387-0 Research Practicum**
  Collaboration with a faculty member in the design and execution of a communication research project. Students learn how to complete research projects and write reports. Prerequisite: consent of instructor

- **MIT 388-0 Internet and Society**
  Examines the social, cultural, political, and economic implications of information technologies in the digital networked media ecology.
  Counts toward the Media & Politics minor.

- **MIT 389-0 Global Culture and Communication**
  Examines current topics and events related to the cultural dimensions of globalization and the critical importance of culture and communication in understanding our globalized world. Counts toward the Media & Politics minor.

- **MIT 390-0 Directing**
  Single-camera dramatic directing, including visualization and breakdown of scripts, camera blocking, and working with actors. May be taken twice for credit when the topical focus of each version of the course is different.
  Prerequisites: MIT 190.
  Counts toward the Film & Design minor.

- **MIT 391-0 TV Studio Directing**
  Directing, crewing, and technical skills for multiple camera live-on-tape television production in narrative and non-narrative genres; preproduction, directorial communication, blocking, pacing, visualization.
  Prerequisite: MIT 190 and 380

- **MIT 393-0 2-D Computer Animation**
  Introduces the fundamentals of 2D computer animation. Grounded in history theory. Project-
  based learning approach. Emphasis on original 2D animation design and production using the latest software, exploring a range of contemporary genres, (including motion FX, compositing, motion graphics, and animated narrative shorts).
  Prerequisites: MIT 190
  Counts toward the Film & Design minor.

- **MIT 395-0 3-D Computer Animation**
  Introduces the fundamentals of 3D computer animation. Grounded in history theory. Project-based learning approach. Students combine creative and technical skills, (3D modeling, rigging, and animation), using the latest software to engage audiences by designing the illusion of life and movement on screens of all sizes.
  Prerequisites: MIT 190
  Counts toward the Film & Design minor.

- **MIT 398-0 Undergraduate Seminar**
  Advanced special topics courses in the field of media and communication. May be taken for multiple credits when the topical focus and the theme of each version of the course is different. Various courses count toward the Media & Politics minor, the Film & Design minor or AI & Media Minor. Check with your Academic Advisor.

  A wide selection of course emphases include: (1) Digital Media & Emerging Technology; (2) Media Business (Management, Marketing, and Entrepreneurship); (3) Media, Politics, Literacy, & Society; (4) Media, Sports, and Health Communication; (5) Media & Film History and Analysis; and (6) Media Law. Various courses count toward the Media & Politics minor or the Film & Design minor. Check with your Academic Advisor. Past and current offering examples, categorized by topical areas, include:

  (1) Digital Media & Emerging Technology:
  - **Digital Media Environment:** Students examine implications of digital media with a focus on meanings, purposes and impact on individuals and societies. The course investigates popular practices in areas including social media, digital gaming, e-learning, human-computer-interaction, VR and AR. Students explore the micro level of individual psychology and the macro level of society and culture. Topics include online deception, platform addiction, privacy concerns, and cyberbullying.

  - **AI and Machine Learning:** Basic Theories of Artificial Intelligence, Machine Learning, and Data Science. An introductory course focused on essential theories of Artificial Intelligence, Machine Learning, and Data Science with critical discussions about the impact and implications of AI technologies on a wide spectrum of domains such as communication, journalism, media industry, education, healthcare, entrepreneurship,

e-commerce/social commerce/virtual commerce, and so forth. *Counts towards STEM (Science, Technology, Engineering, or Math) course.*

- **AI Neural Nets & Deep Learning:** Basic principles and foundational theories of artificial neural networks (ANN) and deep learning. An introductory course focused on basic terminologies, foundational theories, and essential algorithms of deep learning with discussion about psycho-social, logical, historical, and philosophical perspectives on artificial neural networks and deep learning in the broader context of liberal arts education. *Counts towards STEM (Science, Technology, Engineering, or Math) course.*

- **Digital Intimacies in MENA:** Interdisciplinary theories and methods in the study of relationships on/and the internet with a special focus in MENA: This course explores continuity and rupture in human intimacy and relationality by taking contemporary practices in online dating as a case study. Students learn and apply ethnographic methods, both on and offline, and contribute to knowledge production in the emerging field of digital intimacy studies. *Satisfies Africana Studies Minor & Middle East Studies Minor.*

- **Social Media, Power & Emotion:** Critical frameworks for examining the role of affect and emotion in digital culture and their broader relationships to power. This course discusses digital culture using emotion as an interpretive and diagnostic lens for shifting power relations. *Satisfies Media & Politics Minor*

- **Web 2.0 & Personal Branding:** A personal brand is a manifestation of identity. Social media are channels for establishing personal identities and building brand images. Students engage in readings and discussions that deepen understanding about personal branding practices and trends and learn practical tools for creating effective strategies that enable each individual to leverage the theories to build an effective personal brand in social media environments.

- **Digital Innovation & Social Media Marketing:** Digital innovation is the use of digital technology to enhance consumer experience, to launch new products, to develop new business models, and ultimately to make the world a better and more convenient place. This course will discuss theory and practice of digital innovation. The course will also provide an overview of the digital marketing ecosystem.

- **AI, Deepfake & Disinformation**
  This course teaches about the spread of false information online, focusing on new technologies like artificial intelligence. It covers how this issue has evolved with technology and teaches students to identify biased or unreliable information. The course uses various materials to help students learn how to think critically about information from governments, media, and other sources. It also discusses how history and global issues influence the spread of false information. Students will improve their analytical skills through writing and presentations.

(2) Media Business (Management, Marketing, and Entrepreneurship):

- **Media Entrepreneurs:** This course lays an essential foundation for understanding and practicing an entrepreneurial orientation in digital media industries. The readings build an essential understanding of what entrepreneur is and is not, the talents and skills needed for success, characteristic satisfactions and aggravations, and the process involved with managing a new media enterprise.

- **Media Management:** This course introduces students to key concepts, models and influential thinkers in management science with the focus on implications for managing media companies. We consider the co-determinant influences of political, social and cultural contexts in which media firms operate, investigate normative standards that ground policy and shape practice, develop insights about media content as products, consider types of management (strategic, operational, developmental, stakeholder).

- **Media Economics:** Students learn foundational concepts and practices pertaining to the economics of media industries to clarify both what is unique and what is typical in the economic structures and dynamics, with a focus on the impact of digital disruption and globalization. The substance is applied to companies and their managers. Students do not need prior knowledge of economic theory.

- **Media Spin & Strategies:** The course provides a comprehensive overview of the theoretical frameworks and practical applications of media narratives in different global contexts and diverse genres, especially sports and documentary in media platforms from digital niche to mainstream media. Students learn necessary strategies and critical thinking skills to create effective narratives, which they do as a final project.

- **Managing Media Teams:** This course provides students with in-depth knowledge of how to effectively manage teams in today's multi-faceted media environment. Students will explore the challenges that media managers face when overseeing groups of culturally, and skills-diverse teams. They will develop real-world media training for their teams, learn the methods required to evaluate performance, and discover how companies accommodate staff who require flexible working environments.

(3) Media, Politics, Literacy & Society:

- **Media & Public Diplomacy:** This course is an overview of the role of media and communication in public diplomacy and the rise of soft power as an instrument used by states and non-state actors to communicate, understand, and influence attitudes and behaviors. *Satisfies Media & Politics Minor*

- **Media in Africa:** This course examines influential theories and approaches that underpin the relationship between media and society in African countries. The course surveys the history and development of media institutions on the continent in various regions, interrogates media policy and regulation in comparative terms, employs apolitical economy orientation for understanding the role of media in the exercise of political and economic power, and clarifies trends and dynamics in media development.

- **Intercultural and International Communication:** As a result of new communication technologies, the movement of people across borders, global media, transnational organizations and economies, the need for intercultural and international communication understanding and competency has become more salient than ever. This course examines the relationships between communication and national cultures. The course covers theory and research in intercultural and international communication. *Satisfies Middle East Studies Minor.*

- **Free Speech & Civil Discourse:** This course will explore the role of free speech — and restrictions thereupon — in deliberative spaces and civic discourse. Class discussions will draw heavily from regional case studies and Timothy Garton Ash's "Free Speech: Ten Principles for a Connected World" (Yale University Press) as students develop understanding of a continuum of freedom of expression and its relationship with political dialogue.

- **Digital Authoritarianism:** This course gives students a critical understanding of the methods of information control strategies deployed by hegemonic actors and their allies. From understanding the difference between propaganda, persuasion, and public relations, to becoming versed in the technological evolution of surveillance, the course underpins contemporary data on how to process specific forms of information and assess their veracity and bias. *Satisfies Media & Politics Minor.*

- **Visual Rhetoric:** Students learn methods for critical analysis of advertising, art, branding, memorials, photographs, political cartoons, and other visual media as artifacts of persuasion and civic discourse. Students apply theories of rhetorical criticism, rhetorical history and public memory to regional and global case studies they leverage to create visual media intended to persuade or inform.

- **African Youth Media:** This course examines African media through the lens of youth. We interrogate how African youths consume, create, and circulate media, as well as how African media constructs youth as historically changing and contested social categories. We read closely and critically popular media covering the late colonial period to the present. *Satisfies Africana Studies Minor & Media & Politics Minor*

- **War (and) Stories:** A performance studies approach to war (and) stories, exploring community and communication in relation to violence and destruction. How do we tell stories of, in, and about war? This course takes a performance studies approach to war (and) stories in order to explore community and communication in relation to violence and destruction. *Satisfies Media & Politics Minor & Africana Studies Minor*

- **Global Turkish TV Drama**
  Over the past decade and a half, the world became captivated by the allure of Turkish television dramas. Viewers became enamored by attractive actors, tantalizing views of Istanbul, and compelling narratives. Turkish TV series unraveled local cultural dynamics, histories, and anxieties. Engaging with a wide range of academic resources, case studies, and media content, students will gain comprehensive insights into the dynamics of global media flows and their interplay with cultural identity, political economy, and transnational exchange.

(4) Media, Sports, and Health Communication:

- **Sports Globalization in Africa:** This course investigates complex interactions and relationships between sport and contemporary African societies. This provides a lens for improved understanding of the ongoing transformation of both in socio- economic development. 'Modern' sport has been entrenched in the political, cultural and socio-economic life of African societies. The course features a close focus on understanding contemporary Africa through the medium of sport. *Satisfies Media & Politics Minor*

- **Communication and Sport:** Communication and sport introduces students to the study of communication in sport contexts, including interpersonal, organizational and

media. Topics covered include identity (racial, gender, etc.), fan cultures, sports media, politics and nationalism, player-coach relationships, parent-child interactions in the context of sport, communication in teams, crisis communication and new media in sport. *Satisfies Media & Politics Minor*

- **Sports Broadcasting (Seminar):** The course equips students to understand key theoretical concepts and contemporary practices in sports broadcasting at the intersection of local and global dynamics. Students will understand models for broadcasting rights, the political economy of sports, and contemporary developments in sports broadcasting as a significant media industry that generates billions of dollars of annual revenue. The course clarifies the historical evolution of sports broadcasting and how the practice has changed with advances in digital media and communication technologies.

- **Sports Brand Management:** Students develop understanding of the global sports industry economy and how sports properties and professional athletes leverage branding and communications for economic gain. The economic characteristics of the sports industry sports and sports marketing are topical areas the class discussed as background to managing sports branding.

- **Health Communication:** Health Communication is designed to provide students with a critical understanding of the main theories that explain the relationship between health communication and health behaviors with a focus on interpersonal and mediated communication as well as mass media campaigns. Students will develop the skills necessary to apply communication and other theories to communication situations to understand and strategically plan health communication campaigns.

(5) Media & Film History and Analysis:

- **Theories of Moving Image:** What is the nature of the photographic image? How has it hanged in the digital era? How does a moving image affect a viewer differently than a still image? Such questions may seem philosophical, but their answers pertain directly to our (ever-changing) experience of moving image media, such as film, television, or web content. To better understand the persistent power and appeal of these media, this course will sample the range of questions and answers—or theories—of the moving image from the 1910s to today.

- **Women & Documentary**: This course explores potent, groundbreaking, funny, inspiring, and thought-provoking international documentaries directed by women. Social justice, autobiographical, observational, hybrid, and traditional forms of documentary are featured to examine topics such as gender, race, art, history, philosophy, and the environment.

- **Feminist Media Historiography:** This course explores the theories and practices of media historiography—that is, researching and writing media history—from a feminist perspective.

Communication Exchange

The Communication Exchange Program is an annual opportunity for selected Northwestern Qatar students majoring in Communication to spend the spring semester of their junior year as a full-time student at Northwestern's campus in Evanston, Illinois. As the Evanston campus operates on a

quarter system, selected students must complete two quarters there to earn the equivalent of one semester at NU-Q. The winter quarter runs from January to spring break and the second quarter begins after spring Break and continues through June. The program allows students to enroll in courses that are not available at the Qatar campus, thereby broadening their academic experience. Students travel to Evanston before the winter quarter classes begin.
An annual information session is held during the spring semester at NU-Q to introduce the program. Students who are accepted into the program are required to participate in a series of preparatory sessions during the fall semester of their junior year.

Communication Exchange is managed by the Communication Program at NU-Q and overseen by a designated committee composed of faculty members, the program director, Communication program coordinator, and supporting staff from the Qatar campus and the Qatar Support Office in Evanston. Applications are assessed based on the criteria specified in the application, and selection is highly competitive. Final participation is subject to visa approval by the United States Department of State.

Eligibility requirements:

To be eligible for the Comm Exchange, the applicant must:

- Have a minimum cumulative GPA of 3.2 at the time of application.
- Be a full-time student (taking a minimum of 3 NU-Q classes) at the time of application.
- Have completed four full-time (fall and spring) semesters at the time of application.
- Have completed five full-time semesters by the beginning of Communication Exchange.
- Have earned junior standing (14 units according to NU-Q policy) by the start of Communication Exchange.
- Have completed all MIT major requirements for the first two years of the degree program prior to participation in Communication Exchange.

Students are NOT eligible to participate in Communication Exchange if they:

- Are planning to graduate in the same academic year as participation in Communication Exchange.
- Are on academic probation or warning.
- Received an incomplete grade during the term immediately before Communication Exchange or have other unresolved incomplete grades.
- Have a registration hold.
- Have any academic integrity sanctions, pending cases or an active academic integrity sanction such as probation or suspension.
- Are under conduct review or disciplinary probation for non-academic conduct violation. Have a financial hold.

Note: Any disciplinary actions, past violations of academic integrity, or other academic standing issues will disqualify a student regardless of his/her other qualifications. If any of these issues arise between acceptance to Communication Exchange and departure to the United States, a student will be removed from the program.

Studio 20Q

Studio 20Q (studio20q.org), established in 2012, is Northwestern University in Qatar's student-led film production organization. As a key extracurricular component of NU-Q's Communication Program, it fosters a collaborative storytelling community by providing students with opportunities to participate in workshops and apply for grants to create original narrative, documentary, and experimental short

films. Led by an Executive Board of elected students, under the supervision of a faculty and industry advisor, applicants submit and pitch their proposals to a jury of industry professionals. Selected grantees are guided and supported through the writing, development, production, and distribution of their films by the executive board, advisors, production department, and professional mentors. Completed films are showcased at the annual Studio 20Q Premiere, after which students are encouraged to explore international screening opportunities at festivals, and conferences.

Journalism and Strategic Communication Program

Major in Journalism

Mission Statement

The program aims to advance the fields of Journalism and Strategic Communication by fostering a holistic integrated approach. At its core, the program balances hands-on practice and a solid theoretical foundation.

The program integrates experiential and technology-based learning with innovative, evidence-based storytelling techniques. The program emphasizes the importance of Global South perspectives and local adaptability.

The Journalism and Strategic Communication Program at Northwestern University in Qatar augments the tradition of excellence at the Medill School of Journalism, Media, Integrated Marketing Communications at Northwestern University in the United States.

Core Values

- Student-centered and practice-oriented approaches to education.
- Critical thinking, including analysis of media content.
- Integrity, ethical conduct, and professionalism.
- Equity, inclusivity, and respect for diversity.
- Free and open pursuit of knowledge through integrated learning, teaching, and scholarship.
- An interdisciplinary approach to journalism and strategic communication.

Program Learning Goals

NU-Q Journalism and Strategic Communication Program seeks to:

1. Help students acquire the core competencies and critical thinking skills necessary to communicate ethically and effectively.
2. Prepare students for professional careers in media and strategic communication industries through high-level training in evidence-based storytelling practices.
3. Equip students with research-based competencies for post-graduate studies and/or careers as journalists and communicators in a broad range of other disciplines.
4. Educate students broadly in the liberal arts to ensure they are equipped for post-graduate studies or careers in diverse fields.
5. Enable students to pursue and transmit a broad range of nonofficial and official perspectives.
6. Train students to prioritize accuracy through the techniques of detecting and countering misinformation and disinformation.

7. Teach students the standards of ethical leadership in their chosen fields.

Program Learning Outcomes

Upon completion of the Journalism and Strategic Communication major, students are prepared to

1. Operate effectively upon graduation in diverse media and communication settings, such as news organizations, promotion agencies, non-profits, and other public and corporate entities.
2. Produce relevant, high-quality content for journalism and strategic communication across various media platforms (e.g., video and audio production, data visualization, and writing, immersive and cross-platform multimedia content).
3. Tell compelling, evidence-based stories that highlight significant societal issues and the rights of underrepresented communities.
4. Practice effective strategies for working in teams of diverse backgrounds and cultural contexts to achieve organizational objectives.
5. Demonstrate critical, analytical, and research competencies for graduate studies or professional communication roles across industries and fields.

The Journalism degree at Northwestern University in Qatar is offered by the Medill School of Journalism, Media, Integrated, Marketing Communications at Northwestern University in Evanston, Illinois. Students graduating from the Journalism and Strategic Communication program at Northwestern Qatar will receive a Bachelor's of Science degree in Journalism, by the Medill School of Journalism, Media, Integrated Marketing Communications. Since 1921, Medill has epitomized excellence in journalism and journalism education in the United States, and it is doing the same today in Qatar. As the media everywhere face unprecedented change, NU-Q teaches journalism students how to collect, process, and communicate information quickly, accurately, and vividly, skills critical to many successful careers, even as it leads the way in preparing multimedia journalists who can help shape and navigate a dynamic media landscape in the Gulf region. An NU-Q journalism and strategic communication education ensures that students become skilled not only in writing, reporting, editing, production, and critical thinking, but also in using multiple platforms so that they can create compelling, high-impact, and evidence-based stories for interactive audiences.

Producing such versatile graduates requires broad faculty expertise. All NU-Q journalism faculty teach a curriculum emphasizing journalism excellence, creativity, multi-platform and digital storytelling, ethics and professional behavior, audience understanding, strategic communication, numeracy, and visual literacy.

The Bachelor of Science in Journalism (BSJ) degree develops well-rounded students who are broadly educated, knowledgeable about diverse cultures, and engaged in global issues. Journalism students take about 40 percent of their courses in the journalism program, which includes a track in strategic communication. The other 60 percent of the courses are in the liberal arts and sciences and other areas of interest, such as business, social and computer sciences.

Medill's "learn by doing" philosophy extends beyond the traditional classroom to real- world training and immersion experiences. During their junior year, students participate in the Residency, an academic internship that gives them invaluable real-world experience and

networking opportunities at a media-related company. They receive course credit for working alongside professional mentors at digital news operations, magazines, television stations, newspapers, and communication/public relations agencies, among others.

Many graduates of the journalism and strategic communication program find rewarding careers in digital and social media, broadcast and print journalism, or public relations, advertising, and corporate communication directly after graduation. Some pursue graduate education, including the two Medill graduate programs offered on the Evanston campus. The Master of Science in Journalism (MSJ) program offers advanced study in specialized subject reporting (including business, politics, and science) and techniques (including digital media and magazine writing and editing). The Master of Science in Integrated Marketing Communication (MSIMC) program has four sequences in brand strategy, media, consumer insights and analytics, and strategic communications.

Requirements for the Degree of Bachelor of Science in Journalism

All journalism and strategic communication students pursue a Bachelor of Science in Journalism (BSJ) degree. They must complete a minimum of 32 units at the university level to earn the BSJ. Generally, 1 unit is the equivalent of 1 NU-Q course. Of the 32 units, 13 must be earned in journalism and strategic communication program courses, and 19 must be earned in courses outside of the journalism and strategic communication program.
Students with more than 32 units may take additional journalism units. No course may be counted in more than one requirement category.

The following unit distributions apply:

- 13 journalism units for the major requirement
- 11 distribution requirements
- 8 elective requirements

Exceptions to any degree requirements must be approved by the Associate Dean for Education and the Director of the Journalism and Strategic Communication Program. All independent study credits must be approved by the Associate Dean for Education and the Director of the Journalism and Strategic Communication Program.

Program of Study

Major Requirements (13units)

I. Core Courses (7 units)

The core is comprised of seven courses focused on interactive lectures and readings/screenings that help students navigate a constantly changing field. Conceptual learning is the focal point of the courses, but students will often be engaged in reporting and production-based assignments to help reinforce their conceptual learning.

- JOUR 100 Journalism: Screens and Streams
- JOUR 200 Journalism in the Digital World
- JOUR 201-0 Journalistic Storytelling Across Media
- JOUR 205-0 Research for Reporting
- JOUR 301-1 News Gathering and Assessment
- JOUR 370-0 Media Law and Ethics
- STRATCOM 303-0 Introduction to Strategic Communication

II. Immersive Course (1 unit)

Students take these courses to immerse themselves in a thematic area of journalism or a specific production technique. Options may include:

- JOUR 206-0 Broadcast Production
- JOUR 305 Podcasting
- JOUR 320-0 Storytelling: Interactive News
- JOUR 321-0 Storytelling: Magazine and Feature Writing
- JOUR 324-0 Video Journalism: Video Producing for Broadcast & the Web (2 units)
- JOUR 325-0 Journalism and Social Media
- JOJOUR 329-0 Data Journalism
- JOUR 335 Automated Journalism
- JOUR 336-0 Interactive and Visual Storytelling
- JOUR 337-0 Immersive Writing and Storytelling
- STRATCOM 305-0 Corporate Storytelling

III. Journalism and Strategic Communication Residency (4 units)

The Journalism and Strategic Communication Residency is an opportunity for Journalism majors to apply skills from the classroom to a professional opportunity at one of NU-Q's numerous media and non-media partners, giving students real-world experience to propel their careers. Residency sites are in Qatar, the broader region, and across the world. The residency program consists of four units of academic credit: two units of 5-week immersive pre-residency coursework plus two units for a 10-week full-time internship. While a student is on Residency, they are required to adhere to the policies in this catalog as well as the policies shared during the residency placement process.

For on-site residency, students may select one of the following courses (2 units):

- JOUR 345-0 Journalism Residency: News Writing
- JOUR 355-0 Journalism Residency: Magazine Writing
- JOUR 365-0 Journalism Residency: Broadcast Reporting
- JOUR 395-0 Strategic Communication

For the pre-residency immersive courses, students complete the following two courses (1 credit each):

- JOUR 338 Advanced Multimedia Writing
- JOUR 342-0 Advanced Online Storytelling

IV. Journalism and Strategic Communication Electives (1 unit)

- JOUR 207-0 Influential Public Speaking
- JOUR 318-0 Mobile Journalism (MoJo)
- JOUR 328-0 Global Journalism
- JOUR 336-0 Interactive and Visual Journalism
- JOUR 337-0 Immersive Writing and Storytelling
- JOUR 390 Special Topics: Media and Culture Show
- JOUR 390 Special Topics: Fashion Journalism
- JOUR 390 Special Topics: Gender and the Media
- JOUR 390 Special Topics: Media and Religion
- JOUR 390 Special Topics: Sports, Media, and Society
- JOUR 390 Special Topics: Islam, America, and The Media

- JOUR 390 Special Topics: Sports Writing and Reporting
- JOUR 390 Special Topics: Science and Health Journalism
- JOUR 390 Special Topics: Photojournalism and Documentary
- STRATCOM 307-0 Digital, Social and Mobile Marketing
- STRATCOM 308-0 Strategic Crisis Communication
- STRATCOM 311-0 Applied Research Methods
- STRATCOM 312-0 Case Studies in Strategic Communication
- STRATCOM 313-0 Innovation in Strategic Communication
- STRATCOM 314 -0 AI-Assisted

Distribution Requirements (11 units)

Students should consult their academic advisers when selecting their courses in liberal arts and sciences from the following areas:

- 1 unit ENG 103-1 First Year Writing I
- 1 unit ENG 103-2 First Year Writing II
- 1 unit in literature and fine arts that can be satisfied by MIT 220-0 Media Texts
- 1 unit MIT 100 Media and Society
- 1 unit in formal studies and can be satisfied by GEN_CMN 202-0 News and Numbers
- 1 unit in historical studies
- 1 unit in the natural sciences, computer science or another formal studies course
- 2 units in philosophy, religion, ethics, or values. One unit is satisfied by INTERDIS 203 Ways of Knowing, the second unit is not limited to religion or philosophy classes and can be any course from NU-Q's approved philosophy, religion, ethics, and values course list.
- 1 unit in social and behavioral science
- 1 unit in economics or business understanding

Elective Requirements (8 units)

- 3 of the 8 units must be in liberal arts and sciences. 2 of these 3 liberal arts and sciences units must be at the 300-level.
- 5 free electives. 1 of these free electives must be at the 300-level.

Grade Requirements

Students must achieve a minimum grade point average (GPA) of 2.0 in all non-journalism and strategic communication courses taken for a letter grade and a minimum GPA of 2.25 in journalism and strategic communication courses. In addition, all journalism and strategic communication students are subject to the following grade requirements:

- The journalism and strategic communication GPA is an average of the grades in all journalism and strategic communication courses attempted.
- Students who earn a grade of D or lower in a journalism and strategic communication course must retake the course until they have earned a C- or better to fulfill major requirements.

- Students must earn a grade of C+ or better in all journalism core courses (see the list of core courses on page 67: JOUR 100, 200, 201, 205, 301, 370, and StratCom 303).
- When journalism and strategic communication courses are repeated, both grades are included in the GPA; one course does not substitute for the other.
- Students may earn grades of C- or lower in no more than one-fifth of the courses taken for graduation.
- All incomplete grades, unless made up satisfactorily by the end of the subsequent semester, are counted as F's.
- Students who do not meet the minimum GPA requirements are placed on academic warning. Continued poor performance will result in further academic disciplinary action, including academic probation or dismissal.
- Students are required to take the following courses for letter grades (A, A-, B+, B, B-, C+, C, C-, D, and F):
    - All distribution requirements.
    - All journalism and strategic communication courses (except for the Journalism and Strategic Communication Residency and courses offered by the faculty under the P/N option).
    - Other courses may be taken pass/no credit (P/N) if that option is available. No more than two courses taken P/N may be counted toward the 32 units required for graduation (excluding the Journalism and Strategic Communication Residency). Only one course per semester may be taken P/N.

Journalism and Strategic Communication Residency: Eligibility

To be eligible for on-site residency, students must demonstrate that they are making academic progress. They must be in good academic and conduct standings with both NU-Q and the University at large. Through the residency placement process, students must demonstrate that they will engage with the program in a professional and responsible manner.

Students are not eligible for the Journalism and Strategic Communication Residency under the following conditions:

- If a student is not in good academic standing (warning or probation), has any pending academic integrity or conduct cases, or has any academic or conduct violations.
- If students do not meet all grade requirements as outlined for the journalism major (Minimum of a C+ grade in core journalism courses. See the list of the core journalism courses on page 67 of this catalog. They are JOUR 100, 200, 201, 205, 301, 370, and StratCom 303).
- If a student has an overall program GPA below 2.25.
- If a student has an unresolved incomplete (X or Y) grade.
- If a student has a case pending against them in Northwestern's Office of Student Conduct that could result in separation from the University.
- If a student has failed to engage responsibly and professionally in the residency placement process during the semester prior to the scheduled residency, for example, by routinely missing meetings, arriving late, or not responding within

24 hours to emails related to residency. Decisions about eligibility based on professional engagement are at the discretion of the Program Administrator, the Journalism and Strategic Communication Program Director, and the Associate Dean for Education.

Any student who is returning from a leave of absence must be enrolled in NU-Q classes for at least one semester before applying for residency.

Students with pre-existing health concerns that could potentially interfere with their success in the program may be asked to work with the office of the Assistant Dean for the Student Affairs to ensure that a treatment plan is in place during the course of the residency.

NU-Q reserves the right to make final determinations about a student's eligibility to participate in residency for reasons including, but not limited to, health and safety concerns and pending academic integrity and conduct cases against students that do not rise to the level of separation from the University. These determinations are at the discretion of the Program Administrator, the Journalism and Strategic Communication Program Director, and the Associate Dean for Education.

In certain circumstances, students may or must choose to pursue a four-course alternative in lieu of Journalism Residency. The four-course alternative may include two pre-residency courses and requires that students enroll in four 300-level courses, three of which should be from Journalism and Strategic Communication.

The Journalism Residency Interest Form (JRIF) is required of all students in the Journalism major to participate in either the Residency or the four-course option. The JRIF is due and must be submitted before the Fall semester of the third year. If the JRIF is not submitted on time, or not at all, students will become ineligible for Journalism Residency placement. Once selected, the decision to pursue this four-course option is final.

Students must discuss four-course registration options with their primary academic adviser, who will approve the course selection.

Students who are, or become, ineligible for the Journalism Residency will be placed in the four-course alternative. All students intending to participate in Journalism Residency must meet the residency eligibility requirements and complete a rigorous pre-residency program.

Journalism and Strategic Communication Major Course Plan

The following four-year course plan is a sample plan meant to assist in course registration and degree progress planning. Actual course registration and degree progress may vary depending on a variety of factors, including course offerings per term, available seats in courses, minor elections, etc.

Year 1	
Fall	***Spring***
JOUR 100 Journalism: Screens & Streams	JOUR 200: Journalism in the Digital World*
ENGL 103-1: First Year Writing*	ENGL 103-2: First Year Writing*
MIT 100: Media and Society*	MIT 220: Analyzing Media Texts*

Liberal Arts and Sciences any level	Natural sciences, computer science or another formal studies course
Year 2	
Fall	***Spring***
JOUR 201: Journalistic Storytelling*	JOUR 301: News Gathering and Assessment*
STRATCOM 303: Introduction to Strategic Communication*	JOUR 205: Research for Reporting*
GEN_CMN 202-0: News and numbers*	Economics or business understanding
INTERDIS 203: Ways of Knowing*	Historical studies
Year 3	
Fall	***Spring***
JOUR 370: Media Law and Ethics*	Pre-residency
Immersive Course	Pre-residency
Philosophy, religion, ethics or values course	Residency
Liberal Arts and Sciences 300 level	OR 4 course option
Year 4	
Fall	**Spring**
Journalism elective	Social and Behavioral Science
Liberal Arts and Sciences 300 level	Free elective
Free elective	Free elective
Free elective 300 level	Free elective
* Required courses. Please see Grade Requirements for required courses. Please see pre-requisites on CAESAR and the published timetable for all courses.	

Courses

JOUR 100-0 Journalism: Screens and Streams

This course introduces foundational journalism concepts through hands-on, multiplatform storytelling. Students explore video production, social media reporting, podcasting, photojournalism, and interactive journalism. Collaborative and individual projects enhance technical skills, ethical awareness, and creativity. By the end of this course, students will have created a portfolio showcasing their storytelling proficiency across platforms, preparing them for further studies or professional journalism roles

JOUR 200-0 Journalism in the Digital World

Begin your exploration of a field that is constantly transforming yet strives to remain true to a set of time-tested fundamentals. We will explore essential questions about journalism and strategic communication: its purpose(s), its techniques and what makes it valuable. Once those foundations are laid, we will examine digital technology's impact on journalism, including the essential role social media and mobile technology play. In the final weeks, you will work as journalists to cover a real news story from multiple perspectives. Working in a newsroom setting, you will gather information and produce content for social media and mobile platforms. No prerequisites.

JOUR 201-0 Journalistic Storytelling across Media
Produce a range of journalism stories across a variety of forms and platforms: writing for print and digital outlets as well as creating audio, video, apps and interactive graphics. You will also learn how to amplify your storytelling by tapping into social media tools to reach, attract and interact with a wider audience. The class is conducted in a collaborative atmosphere within a newsroom environment to produce stories prepared for the digital age. You will develop a strong sense of journalistic news judgment and be prepared to learn advanced areas of reporting and storytelling in future classes.
Prerequisite: JOUR 200-0 Journalism in the Digital World.

JOUR 205-0 Research for Reporting
This class introduces students to the most common research methods in journalism and strategic communication. Students learn to employ various research methods to collect and analyze quantitative and qualitative data. The course provides students with practical experience in how to assess validity and reliability in research and how to conduct an ethical study from idea conceptualization to conclusion.

JOUR 206 Broadcast Production
This course offers a comprehensive introduction to broadcast news production and studio operations. Students will create weekly news bulletins, produce in-house news packages, and manage live studio productions. Key areas of focus include news writing, video editing, control room operations, and directing. Through practical experience, students will assume roles such as producer, director, technical director, and floor manager, applying industry-standard practices to simulate real-world newsroom environments.

JOUR 301-1 News Gathering and Assessment
Focuses on news gathering as the “science of verification,” using multiple, independent sources to find, confirm, check, and report facts. You will scrutinize and evaluate publicly available documents, information obtained via social media, quantitative data, historical records, legal records, peer-reviewed research as well as information gathered from interviews. You will gather and verify information to produce new pieces of reporting as well as adding facts and context to existing reporting as a part of ethical aggregation and curation.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media

JOUR 305-0 Podcasting
This course introduces audio storytelling with in-depth reporting and character-driven narratives, like those on Serial and This American Life. Operating as a small newsroom, students pitch, workshop, and produce two broadcast-worthy audio features. The course covers audio equipment, writing for the ear, and studio narration. Weekly sessions include listening to exemplary audio stories to identify strong subjects and sources.

JOUR 318-0 Mobile Journalism (MoJo)
Smartphones have become an essential component of contemporary journalism. On average, 62% of users prefer to read their news on their smartphones, which has steered editorial efforts towards mobile-first strategies. The level of technical sophistication of modern smartphones, coupled with their online connectivity and their computing power, has made these devices able to produce and disseminate news of a professional standard in-situ. More and more, smartphone footage finds itself competing with standard broadcasting footage in news bulletins and newscasts. ENG and EFP operations are put aside in favor of compact and portable mobile

journalism (MoJo) deployments. With a full radio or television studio in their pocket, Mobile journalists are now able to blend in to challenging reporting environments and efficiently navigate their complexities. This practical course introduces students to the methods and techniques of Mobile Journalism. Students will use MoJo gear to gather, produce and post- produce mobile news packages to a professional standard. The course will also provide an opportunity to learn about apps, the limitations of the medium, and how to tell mobile-first stories.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 321-0 Magazine and Feature Writing
The craft of magazine and feature writing, with emphasis on character, scene and theme development, story architecture, voice, alternative story forms, in-depth reporting, public service journalism, and marketing ideas for articles.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 324-0 Video Producing for Broadcast & the Web
Video Production for Broadcast & the Web will cover techniques associated with writing and producing broadcasts for television and digital platforms. Students will learn the roles and responsibilities of the key personnel involved in producing programs both within the studio and outside broadcasts. Students will have the opportunity to take on all the production and technical roles available, providing them with a strong foundation in live television production. The course will also instruct students in advanced storytelling, shooting, and editing techniques for television and multi-platform environments. It will enable students to recognize and understand the technical and aesthetic aspects of visual storytelling and how to build successful visual narratives using a combination of still images, 4K video, ambient audio, voice and/or text. The course is designed to prepare students for the “real world”, allowing them to apply the journalistic standards of truth, fairness, and accuracy, alongside the tools and techniques of multi-platform journalism, to tell compelling narratives in a professional environment. The course will consist of lectures, discussions, and practical exercises.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 325-0 Journalism and Social Media
This practical course introduces students to the use of social media for news gathering, production and dissemination. Through engagement with social media platforms such as TikTok, X, YouTube, and Instagram, students will learn how to produce news, curate and verify information, engage with audiences and gain followers, do live reporting and social listening, and crowdsource investigations. Finally, this course will also train students to deal with toxic comments online and trolling.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 326-0 Documentary for Journalists
Practical journalistic documentary video production class with an emphasis on nonfictional field production. The course combines the theory of journalistic documentary production, research/pre-production, and practical production/post- production elements. The format includes demonstrations, screenings, readings, lectures, and class discussions. This course places emphasis on research, planning, and writing skills, which are deemed essential for successful journalistic video production. The course is designed for students to deliver in-depth stories that branch away from the traditional news package format. It enables them to apply the journalistic standards of truth, fairness, and accuracy, alongside the tools and techniques of long-form storytelling, to produce compelling narratives in a professional environment.

Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 328-0 Global Journalism

This course challenges students to raise questions about the power and role of international media – including media originating in the Global South, and that circulated by NGOs – in shaping discourses about development, group identities and the Global South. Building on empirical examples, course examines how reporting and discussion of gender, poverty, disasters, political unrest, underdevelopment, and development by international media organizations affect how the Global South and its diverse populations are imagined and represented, and also shapes international and national policy and politics. Using theories of ideology, critical political economy and post-coloniality, the course investigates questions concerning the role of international, national, NGO and subaltern media in development, including the failure of colonial relationships of power to pass away. The course offers insight into how to approach the study of media constructions, discourses, and representations of, and about, the Global South and its citizens.

JOUR 329-0 Data Journalism

Data journalism today is one of the most important developments in the global media landscape, and one of the most highly skilled, collaborative, and networked. This course builds on its prerequisite, Research Skills for Journalism, to teach some of the skills and techniques necessary for using statistical information effectively in reporting in a variety of fields, from science to finance. Obtaining, cleaning, interpreting, visualizing, and displaying data are essential skills for journalists, especially investigative reporters who cover technical subjects. Students will examine techniques used in previously published projects in regions around the world, especially the Global South. Students will also analyze data on their own, evaluating and producing tables, charts, and diagrams using basic desktop software, web tools, and basic scripting and programming. The course will include discussions of the law and ethics of data journalism.
Prerequisite: JOUR 205-0 Research for Reporting

JOUR 336 Interactive and Visual Storytelling

The course is all about the art and craft of audio-visual interactive storytelling — narratives that center on graphics, data, maps, photos, videos, and other interactive tools to produce dynamic and engaging content. Students will learn practical, hands-on skills and open-source tools widely used across media organizations today for data visualization, infographics, interactive maps, and immersive storytelling. We will explore current and emerging story forms with an emphasis on visual media literacy and news design. By the end of the course, students will learn how to conceptualize, design, and produce interactive stories ready for publication across a range of platforms and formats. Key journalistic skills of reporting, researching, writing, and multimedia production will be the baseline of all work in the course.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 337 Immersive Writing and Storytelling

This is an advanced writer's course with the primary outcome of producing a 3,500-4,000-word longform journalism narrative text through a multi-draft process supported by intensive mentoring and hands-on editing by the professor. Students choose a topic of vital interest to them (e.g., social, scientific, geopolitical) and develop their longform pieces in a step-by-step process that focuses on story conceptualization and building a keenly focused narrative arc; research skills to identify contextual issues and information to be incorporated into the piece via collection of data, reports and other documentary sources; interviewing skills to identify live sources and develop initial and follow-up interviews; and drafting and revision skills that develop individual sections of the longform whole. Students will analyze the value and modalities of journalistic

empathy and incorporate it as appropriate in their story conceptualization and production. From the outset, students will identify target audience interest and outlets for pitching their pieces. The course aims to complement tech-driven skills courses (e.g., interactive graphics-driven storytelling, AI and digital forensic reporting) with an opportunity to focus on text that skillfully weaves journalistic mainstays of narrative, context and empathy.
Prerequisite: JOUR 301-0 News Gathering and Assessment.

JOUR 338 Advanced Multimedia Writing
Advanced Multimedia Writing is a 5-week course to immerse students in a newsroom/media outlet-type environment to prepare them for their residencies. This course runs concurrently with the Advanced Online Storytelling class placing a significant emphasis on the writing component. Based on the single-themed class project show, various forms of writing pieces with a local perspective will be created for an international audience The expected output includes an in-depth web article exploring nuanced topics with thorough research, and a feature piece with embedded links to provide additional sources. Students will work collaboratively to mirror industry practices. We will also discuss the approach of online magazines and niche publications that appeal to the mass market.
Prerequisites: JOUR 301 News Gathering and Assessment.

JOUR 342-0 Advanced Online Storytelling
Advanced Online Storytelling is a five-week intensive course that simulates a newsroom environment and prepares journalism students for their residencies. Students will produce cultural news for an international audience, focusing on the Global South. Expected output includes an online show and multimedia website content cross-promoted on social media. This is an intensive course in which students will hit the ground running.
Prerequisites: JOUR 301 News Gathering and Assessment.

JOUR 345-0 Journalism Residency: News Magazine and Feature Writing Residency (2 units)
Hones reporting and news writing skills through practical assignments, including multimedia opportunities, under deadline pressure and close editorial supervision.
Prerequisites: Grade of C- or higher in JOUR 301 News Gathering and Assessment, Journalistic Storytelling across Media, and Media Law and Ethics.

JOUR 355-0 Journalism Residency: Magazine Writing (2 units)
Exploration of aspects of magazine writing and reporting. Practical assignments, including print and web content whenever possible, in a magazine office with deadline pressure and close professional supervision.
Prerequisites: Grade of C- or higher in JOUR 301 News Gathering and Assessment, Journalistic Storytelling across Media, and Media Law and Ethics.

JOUR 365-0 Journalism Residency: Broadcast Reporting (2 units)
Gathering video news in the field; writing scripts, readers, voiceovers, packages and on-camera news for reporters and anchors. Practical assignments in a broadcast setting under close professional supervision.
Prerequisites: Grade of C- or higher in JOUR 301 News Gathering and Assessment, Journalistic Storytelling across Media, Media Law, and Ethics.

JOUR 395-0 Strategic Communication Residency (2 units)
Students will work in a corporate communications department or for a public relations agency full time for 10 weeks.

Prerequisites: StratCom 305 Corporate Storytelling or StratCom 303 and Program Director approval Grade of C- or higher in Introduction to Strategic Communications and Corporate Storytelling.

JOUR 370-0 Media Law and Ethics
Introduces students to the basic legal concepts necessary to produce content responsibly in a global environment. Students develop a basic understanding of principles of freedom of speech and freedom of the press through the study of government structures, defamation, intellectual property protection and invasion of privacy.

JOUR 390-0 Special Topics
Specialized courses offered from time to time that explore journalism as it relates to entrepreneurship and design thinking, business, fashion, sports, religion, and health. Other Journalism Special Topics courses include field reporting trips led by faculty, either in the summer or winter breaks. Students may take more than one special topic course.

JOUR 390-0 Special Topics: Conflict Reporting Literacy Media Literacy on Conflict Reporting responds to sustained global interest in how mainstream media cover conflicts. The course examines widely expressed perceptions that media coverage may be shaped by narratives aligned with particular political interests, while giving insufficient attention to the human rights and experiences of affected communities. Such coverage can have harmful effects on people living in conflict zones, displaced populations, diaspora communities, and those connected to them around the world. Its effects also extend to people on all sides of a conflict and their supporters. The course explores news coverage of conflicts through media literacy tools, including theories and framing of news, perspectives from the Global South, case studies of media coverage, bias by omission and decontextualization, data analysis, the roles of empathy and fact-checking in news production, and the distinction between fact and opinion.
Students will engage in interactive classroom discussions, small-group team projects and an individually written final course essay.

JOUR 390: Special Topics: Cultural Media Magazine
In this advanced newsroom-based course, students will create a studio magazine show about global media and culture. They will create pieces on the politics of representation across the global news media, exploring counter-cultural artists, writers and social movements that offer different perspectives on political issues. The course has weekly assessments and culminates in an edited, presented broadcast-standard magazine show.
Prerequisites: JOUR 201 Journalistic Storytelling Across Media.

JOUR 390-0 Special Topics
Topics: Sports Writing and Reporting
As sports reporters and sportswriters, students will produce content on deadline, preparing timely game stories and features. Students will learn to pitch fresh story ideas and turn them into publishable stories using observations, interviews, storytelling, and basic journalistic researching skills. The majority of course work is based on practical, hands-on writing assignments that help students develop their sports journalism career.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 390- Special Topics: Photojournalism and Documentary Photography
This course is designed to practically introduce students to the practice of documentary photography and photojournalism, and in the process, offer them a broader palette of options

when it comes to telling their story. On successful completion of this course, students will be able to produce meaningful photographic messages, and explain the role of photographs in the outputs of both print and online media outlets. Students will need to learn how to use a Digital Single-Lens Reflex kit together with Adobe Lightroom to complete the course successfully. The course looks at a wide range of perspectives on the practical, theoretical, and philosophical aspects of photography in general and documentary photography and photojournalism in particular.

JOUR 390-0 Special Topics: Fashion Journalism
The course will introduce students to fashion journalism. It will enable students with a passion for both storytelling and fashion to combine their interests and learn the skills necessary to succeed in this competitive industry.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 390-0 Special Topics: Gender and the Media
The course will give students a general introduction to covering pressing gender and women's issues in journalism.

JOUR 390-0 Special Topics: Media and Religion
Students will be introduced to the surprisingly close relationships between the potent forces of media and religion in what is arguably a "secular" age. We will take a close look at the evolution of religious content in popular media (including entertainment, journalism, and religious broadcasting) and examine how this all relates to what is loosely called "globalization."

JOUR 390-0 Special Topics: Sports, Media, and Society
This is a seminar dedicated to the proposition that sport is a social institution no less than education, religion, family, or the military. Occupying this important position, it makes identities, defines cultural values, and reinforces stereotypes. This course examines sports media as a product of the interrelationship between politics, health, entertainment, and culture in today's society. Tracing modern sports to their historical roots, the course assesses the role the media play in sports, both as agenda setters and agenda builders. In doing so, the course focuses on contemporary issues in sports and how the media engage in conversations that define societal norms. Drawing on theories of journalism, communication, and related fields, the course is designed to analyze sports media industries and their products in relation to culture, society, and politics, among others.

JOUR 390-0 Special Topics: Islam, America, and The Media
One of the most important public discourses in the United States concerns "Muslim Americans" and "Islam" itself in the American milieu, imagination, and politics. This course will explore and analyze how images of Islam have been fashioned in the U.S. media in dialogue with (or underestimation of) the long history of Islam in America. As a minority religious community, American Muslims (academics, artists, and activists) have responded by attempting to shape their own media narratives in a variety of formats (literature, journalism, film, music, and comedy), but they face enduring challenges relating to Islamophobia, race, neo-liberalism, and international events. This course examines the crafting of media narratives about Muslim Americans—from within and without. It also compares these narratives with the actual religious identities of Muslims in America in the last two centuries, if not more.

JOUR 390-0 Special Topics: Science and Health Journalism
The Science and Health Journalism course seeks to provide students with the intellectual tools

and practical skills to engage critically and report these two subjects as part of their news beats. To do so, the course discusses the key issues around science and health while providing students with the ability to understand and produce news stories relating to science and health. Students will learn how to gather, write and produce science and health news stories for print, online, and broadcast media.
Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

JOUR 399-0 Independent Study
Academic work sponsored and supervised by a faculty member working one-on-one with a student.
Prerequisite: consent of the Director of Journalism and Strategic Communication Program and Associate Dean for Education.

STRATCOM 303-0 Introduction to Strategic Communication
This course introduces the fundamentals of strategic communication. It examines key practices such as advertising, public relations, branding, corporate communication, promotions, social media marketing, and mobile marketing. The course evaluates the integrated approach to IMC (Integrated Marketing Communications) while recognizing the growing adoption of new technology, including Artificial Intelligence. It investigates ethical and regulatory issues shaping the field and assesses career opportunities in nonprofit, private, and government sectors.

STRATCOM 305-0 Corporate Storytelling
Analyzes strategic PR practices through hands-on learning. Creates compelling content and messaging for brands, commercial, and non-profit organizations. Evaluates branding, storytelling, and media strategies to enhance communication effectiveness. Applies leadership storytelling to inspire, engage, and influence stakeholders. Develops crisis communication skills, synthesizes personal branding strategies, and formulates a vision for innovation in a global context.
Prerequisite: Stratcom 303 Introduction to Strategic Communication

StratCom 306-0 Media Planning
Analyzes the role of media planning in strategic communication campaigns. Evaluates media selection, budgeting, audience reach, and campaign effectiveness. Applies industry research methods and professional planning tools. Explores account planning in an agency environment, understanding client business, customer behavior, and marketing practices. Develops media plans integrating traditional and digital platforms. Assesses campaign impact using performance metrics.
Prerequisite: Stratcom 303 Introduction to Strategic Communication

STRATCOM 307-0 Digital, Social and Mobile Marketing
Analyzes the use and impact of AI, MarTech, AdTech, search, and multichannel marketing in digital strategy. Evaluates industry trends, case studies, and best practices. Applies AI-driven analytics, automation, and SEM to enhance campaign performance. Develops data-driven strategies using emerging technologies. Assesses digital advertising, AI-powered personalization, predictive analytics, and multichannel marketing effectiveness across various industries and platforms.
Prerequisite: Stratcom 303 Introduction to Strategic Communication.

STRATCOM 308-0 Strategic Crisis Communication
Analyzes strategic communication's role in crisis prevention and response. Evaluate theoretical frameworks for internal and external communication. Examines case studies of successful and

failed crisis strategies. Develops messaging techniques to protect and restore reputation. Apply crisis response skills, including spokesperson training and media interaction. Assess strategic communication effectiveness in managing crises for brands, nonprofits, and corporations.
Prerequisite: Stratcom 303 Introduction to Strategic Communication.

STRATCOM 310 Audience and Media Insights
Analyzes audience exposure and engagement using AI-driven insights to optimize campaign strategies. Evaluates media consumption habits, applies research methods, and develops audience personas. Synthesizes insights to construct effective media mixes using industry-standard planning platforms. Assesses challenges in audience research. Executes data-driven decision-making, and integrates AI-powered media measurement techniques to enhance strategic communication strategies.
Prerequisite: Stratcom 303 Introduction to Strategic Communication.

STRATCOM 311-0 Applied Research Methods
Analyze research methodologies in strategic communication, including public relations, advertising, and marketing. Evaluate quantitative and qualitative market research methods. Apply AI-driven analytics, predictive modeling, and automation in research. Develop skills in survey research, qualitative interviews, and secondary data collection and analysis techniques. Assess AI's role in data interpretation for marketing, advertising, and strategic decision-making.
Prerequisite: Stratcom 303 Introduction to Strategic Communication.

STRATCOM 312-0 Case Studies in Strategic Communication
Analyzes contemporary issues and case studies in strategic communication. Understands communication operations' structure and organizes through research, planning, and execution. Examines local, regional, and global case studies, focusing on the Global South. Develops skills in branding, internal communication, analytics, and corporate social responsibility to apply strategic insights in diverse brand and organizational contexts.
Prerequisite: Stratcom 305 Corporate Storytelling.

STRATCOM 313-0 Innovation in Strategic Communication
Explores AI tools shaping strategic communication, including generative AI, AR, VR, and programmatic advertising. Analyzes these innovations through an "effectiveness prism," assessing their ability to achieve campaign objectives, enhance productivity, and impact awareness, engagement, and brand positioning. Examines case studies and develops a team research project to evaluate the persuasive impact of emerging strategic communication approaches.
Prerequisite: StratCom 305 Corporate Storytelling.

STRATCOM 314-0 AI-assisted PR
This course is designed to give you the skills to engineer effective prompts and set up your own AI assistants for developing clear and compelling PR messages. The class builds on the PR message strategies knowledge you have acquired in StratComm 305. Through a series of interactive lectures, discussions, and numerous hands-on AI-focused lab assignments and exercises, you will learn to engineer effective AI prompts to draft the most frequently used forms of external and internal PR messages, such as promotional news releases, media advisories, pitches, fact sheets, feature stories, social media posts, backgrounders, op-ed pieces or opinion articles, background research reports, and profiles of employees or executives. One focal aspect of the course is that you will consistently apply the knowledge gained in class to develop an AI-assisted PR portfolio.

You can use this portfolio to help you obtain internships or show it to potential employers as you interview for jobs after graduation.
Prerequisite: StratCom 305 Corporate Storytelling.

STRATCOM 320-0 Strategic Communication Campaigns
Analyzes research, strategy, and media planning for integrated campaigns. Evaluates media mix, consumer engagement, and content execution. Develops a strategic communication program based on insights. Applies creative, interactive, and digital solutions to advertising and promotions. Creates campaign reports, client presentations, and pitches showcasing research, strategy, execution, and results.
Prerequisite: Before enrolling in the capstone project, students must complete all required and elective courses for their Minor in Strategic Communication. Students must have completed all required courses (Stratcom 303, 305, and 310) and two Strategic Communication electives before enrolling in this course.

Note: Some courses will be offered on an occasional basis. Not all courses are offered every year.

Distribution Courses

- ENG 103-1 First-Year Writing Semester 1
  The primary goal of this course is to improve writing skills within an academic setting. It is designed to help a student become a more efficient and successful writer by also strengthening skills in reading and analyzing texts. It recognizes that writing is indeed a process. This means that whether a writer starts with a thesis, an outline, or an assigned topic, there will be many steps and missteps involved in producing the final essay. Multiple phases of the writing process will be carried out, such as workshop, peer review, and one-on-one conferences with the instructor. Each semester, a different theme will serve as a focal topic for readings, discussions, and writing assignments.

- ENG 103-2 First-Year Writing Semester 2
  In this course students will explore issues in writing for research. They will formulate research questions, identify research methods, select sources, understand research contexts, and assess audience expectations. Pre-requisites: First-Year Writing Semester 1.

- MIT 100-0 Media and Society
  Explore the interactions among media, culture, and society. Students work to develop critical perspectives on mass media as they consider the relationships between media institutions, content, culture, audiences, and communities. The impact of globalization and the role of technological change are important variables. Students also consider the historical background of several media industries, including newspapers, film, radio, the Internet, television, and music. The course examines content and media messages delivered as news, entertainment, persuasion, public relations, and advertising.
  No prerequisites.

- MIT 101-0 Analyzing Media Texts
  Introduction to the study of the moving image. Basic elements of style across media, including film, television, and interactive media. Focus on close analysis of texts to find significance. Prerequisite for upper-level MIT courses. Required for MIT majors; typically taken during the first year.

- GEN CMN 202-0 News and Numbers
  This course is an introduction to data analysis and statistics in journalism. In addition to questioning the source and quality of datasets, students learn basic statistical language and concepts to clearly report numerical information and research to a mass audience. To achieve these goals, students collect and analyze original research data that will culminate in a journalistic product.

- INTERDIS 203-0 Ways of Knowing
  In this course, we ask the following questions: "What do we already know? How do we know it? What has yet to be investigated? What is the best way of gathering data to learn what it is we do not yet know?" These questions are addressed differently by different disciplines or academic groups trained to investigate problems in a certain way. For the coming academic year, the topic of climate change will function as a concrete, mental hook for students to understand how different disciplines approach the topic. Each professor will speak to this topic from his or her disciplinary perspective. But by weaving together lectures, discussions, and assignments, the course will also underscore the interconnectedness of our disciplines and the value of an interdisciplinary approach to understanding and solving complex problems of our times.

Liberal Arts Program

Mission Statement

The Liberal Arts program at NU-Q provides our undergraduate students with an interdisciplinary humanities and social sciences education that equips them with the knowledge and skills needed to flourish in a dynamic and complex world.

We help our students to develop their intellectual curiosity, flexibility, and critical inquiry to engage with the communities they inhabit in ethical, meaningful, and productive ways.

Students also learn to better understand systems of knowledge, cultures, and institutions. Our program empowers students to creatively and compassionately address the challenges and opportunities of today's world.

Program Learning Goals

Liberal Arts Program at NU-Q seeks to:

1. Provide students with an understanding of multiple academic disciplines and the dialogue between them.
2. Develop an awareness of the multiplicity of world views, frameworks of knowledge, and ways of being.
3. Foster personal and social responsibility within and across multiple communities.
4. Enhance students' skills for critical inquiry, communication, and collaboration to inform complex thinking and arguments.

Program Learning Outcomes

Upon completing the program students will be able to:

1. Describe and apply key concepts and approaches from a variety of disciplines and identify how they relate to one another.
2. Understand, discuss, and empathize with a variety of cultural, social, and ethical viewpoints and practices.
3. Demonstrate an understanding of the effects of personal and social choices within and across diverse communities.
4. Create and develop arguments in various forms that are informed by research and collaboration.

The Liberal Arts Program at NU-Q derives from the Judd A. and Marjorie Weinberg College of Arts and Sciences (WCAS) on the Evanston campus. Founded in 1851 as the College of Arts and Sciences, WCAS is the oldest, largest, and most comprehensive of the undergraduate schools on the Evanston campus.

The Liberal Arts program provides undergraduate students with an interdisciplinary humanities and social sciences education that equips them with the knowledge and skills needed to flourish in a dynamic and complex world. We help our students to develop their intellectual curiosity, flexibility, and critical inquiry to engage with the communities they inhabit in ethical, meaningful, and productive ways. Students also learn to better understand systems of knowledge, cultures, and institutions. Our program empowers students to creatively and compassionately address the challenges and opportunities of today's world.

The Liberal Arts Program offers the Minor in Middle East Studies and supports the Minor in Media and Politics and the Africana Studies Minor. It offers courses in Anthropology, Digital Culture, Economics, History, Gender Studies, Interdisciplinary Studies, Literature, Philosophy, Politics, Psychology, Religious Studies, Science and Technology Studies, Sociology, and Writing.

Courses:

ANTHROPOLOGY

ANTHRO 242-0 - Topics may vary, past offerings have included:

- **Intro to Media Anthropology -** This course will introduce students to the anthropological study of media to explore questions such as: What is the role of media in people's lives? What influences people's interests and reactions to various forms of media? How do scholars study media as a cultural phenomenon? Course assignments include media and ethnographic analyses of media from around the world.

- **Introduction to Middle East Anthropology** - Provides an introduction to anthropological approaches to analyzing societies in the Middle East. Students will read ethnographies to study questions of social change, cultural representation, gender, and political conflict, among others.

- **Living the Law** - **Politics, Law and Culture** - Students will learn how anthropologists' study political and legal systems. They will explore the role of politics and culture in shaping the law, and deal with topics including democratic techniques, human rights, and humanitarianism, among others.

- **Food, Culture, and Society -** Food, Culture and Belonging "explores how cooking, eating, and sharing food shape identity, migration, and belonging in Gulf societies. Using accessible readings and participatory activities, students learn to analyze how globalization, class, religion, and gender influence food cultures across Qatar and the wider Gulf.

ANTHRO 379-0 - Topics may vary, past offerings have included:

- **Anthropology of Palestine** - This course will explore Palestinian culture, society, economy, and politics through literature, ethnography, and film. We will investigate different aspects of the everyday lives of Palestinians and learn about their national struggle. Topics to be covered will include human rights, constructions of gender, political economy, and social movements to name a few.

- **Troubling Gender** - Students will learn about the role of gender in a range of societies and explore critiques and debates surrounding this topic. The class will conduct in depth ethnographic research that explores issues of gender in Qatar.

- **Violence/Power/ Resistance** - Students will explore the everyday life of violence in different geographic regions, and how communities both grapple with violence and resist it through various means. Students will pay special attention to power as circulating through questions of violence and resistance. Topics include the study of war, genocide, gender violence, racism, decolonization, and political resistance, among others.

ENGLISH

First-Year Writing

- **ENGLISH 103-1 First-Year Writing, Semester-1** - All first-year students should complete this course with a passing grade in the fall semester of the first year. The primary goal of this course is to improve writing skills within an academic setting. It is designed to help a student become a more efficient and successful writer by also strengthening skills in reading and analyzing texts. It recognizes that writing is indeed a process. This means that whether a writer starts with a thesis, an outline, or an assigned topic, there will be many steps and missteps involved in producing the final essay. Multiple phases of the writing process will be carried out, such as workshop, peer review, and one-on-one conferences with the instructor. Each semester, a different theme will serve as a focal topic for readings, discussions, and writing assignments.

- **ENGLISH 103-2 First-Year Writing, Semester-2** - All first-year students should complete this course with a passing grade in the spring semester of the first year. Because these courses are sequential, building upon skills developed in the previous course, students who fail to pass English 103.1 in the Fall semester will not be allowed to register for English 103.2 in the Spring. Similarly, those who fail English 103.2 will be required to repeat the course. This course aims to expand students' understanding of the research process. They will identify research questions and methods, while situating the research within a field of inquiry. Students will select sources and evaluate them for relevance, reliability, and overall effectiveness. Students will also explore the rhetorical situation of research, looking at audience, authorial intent, contemporary issues, and overall context. Class time

will also be used to workshop student assignments. It is our intention with this course to meet students where they currently are with respect to their academic writing and communication skills and to give them tools and support which they can continue to develop as they conduct research throughout their undergraduate study.

ENGLISH 200 Level Courses:

- **ENGLISH 217-0 Graphic Novels: Global South Graphic Novels -** A stylistic and methodological introductory overview and study of the most salient and influential visual sequential art(comics) from South America, Asia, Africa, the Middle East, and the minority communities in North America, Europe, and Oceania.

- **ENGLISH 242-0 African Literature** - In this course we will study the foundations of African literature in the print era, beginning with the missionary press era, and the seminal novel Chaka by Thomas Mofolo. We will make our way through some of the literary highlights of the modern era in Africa by turning to various novels and short stories from the independence era, eventually reading contemporary texts from Africa in an effort to track the development of African literary studies.

- **ENGLISH 242-0 Contemporary World Literature** - What do we mean by world literature, when the world itself shifts and changes, develops and regresses, over time and place? How can literature be worldly? How do practices of production, circulation and reception contribute to shaping this category of texts? In addressing these and other questions, this course will explore a wide variety of contemporary works by such authors as Marjane Satrapi, Jean Rhys, Ryunosuke Akutagawa, Chinua Achebe, Kamila Shamsie, and Margaret Atwood.

- **ENGLISH 242-0 Intro to Creative Writing** - The course introduces the basic principles of creative writing, focusing on fiction and poetry. The course will provide an introduction to narrative, character, setting and voice. Students will read from a variety of literary genres, and identify how to replicate the techniques and tools in each genre in their own writing. The course will prioritize experimentation and building up a regular writing practice. Students will explore a variety of writing styles, and practice analyzing and critiquing creative work in regular workshops.

- **ENGLISH 242-0 Introduction to Poetry** - The course will examine how poems speak to us and our world, focusing on the uses of poetry in rethinking our experiences and our lives. It will examine how poetry functions as a site of protest and resistance. It will provide students with a foundation in the close reading of various styles of poems written in different historical periods, as well as encouraging students to create their own poems. Giving a broad introduction to poetic forms from sonnets and ballads through to free verse and poetry film, the course will give students the skills to both analyze and experiment with key poetic techniques and components, focusing on style, diction, and poetic devices such as rhyme, meter, imagery, symbol, tone, perspective and personal. The course will focus on the role of poetry throughout history as a form of protest speaking out against injustice, in particular in terms of culture, nation-building, religion, storytelling, politics, and identity. As well as touching on key canonical poetic figures and movements, the course will pay particular attention to global poetries and poetry in translation. Students will learn to read poems from different perspectives and create their own poetry that speaks to today's world.

- **ENGLISH 242-0 Women's Literature** - The focus of this course is to examine women's literary voices as they respond to their historical context and their place in society. This course looks at the tradition of women writers in the English language, while some translations of significant women's writing outside of the English tradition may also be examined. The course will trace the development of women's literature through significant full-length works, short texts, essays, and poetry. The time period covered is the eighteenth century to the contemporary era, exploring themes of economics, cultural, political, and personal importance to women authors.

ENGLISH 300 Level Courses:

- **ENGLISH 317-0 African & Middle East Graphic Novels -** Comics and graphic novels are one of the world's great narrative art forms, but for much of the history of literary studies they have been dismissed as trivial and irrelevant to serious scholarship on literature. Thankfully, this is quickly changing and these sequential art forms are beginning to be taken seriously in academia. However, as is often the case with emerging art, graphic novels and comics from Europe and the United States dominate literary conversations, despite the presence of quality graphic work from the Global South. To move beyond such a narrow Eurocentric approach to the field, this course brackets western writers and their work to focus on graphic narratives from the Middle East and Africa (either originally written in English or translated into English). With particular attention to issues of representation in these two geographic areas that are often poorly represented globally, this course supplements area-focused readings with secondary materials, most notably the work of Scott McCloud, to train students to perform formal readings that account for both the mixed visual/written form and the cultural contexts of these works.

- **ENGLISH 379-0 African Cinema** - This course on gender in Arab Popular Fiction offers an introduction to social and cultural issues as represented in popular Arab literature. Reading short stories and novels, we will discuss a set of questions that examine identity, gender, culture, and values, vis-a-vis the individual and the nation in contemporary Arab societies.

- **ENGLISH 379-0 Creative Writing** - The course introduces the basic principles of writing short fiction and poetry. Students will explore the key elements of narrative, character, setting and voice. Together we will read, analyze, and practice a variety of literary techniques to develop our creative faculties and abilities. We will also explore the question of how we might represent ideas, emotions and experiences for different audiences. The course will encourage students to experiment with writing in a range of poetic forms and prose genres, and to develop the discipline of writing daily. As well as developing their own writing, students will learn how to critique creative work by participating in regular peer-led writing workshops and so will become part of a supportive and constructive community of writers.

- **ENGLISH 379-0 From the Page to the Stage** - In this class we will explore the creative process of transforming a dramatic text into a live stage performance. Students will read, analyze, and discuss the fundamental elements of a play. They will also conduct creative research to understand the world of the play and learn how to build drama. Students will engage in a final project as a creative researcher or creative artist.

- **ENGLISH 379-0 Literature and Place** - This course will examine literary works through their specific settings. In the introductory text of the course, Tim Cresswell writes that "place is

not just a thing in the world but a way of understanding the world." Focusing on place in literary texts provides a critical lens that unlocks a rich variety of subjects: themes of identity, belonging, and displacement, as well as the gamut of social and political issues. This kind of place-based analysis gives rise to a number of important questions as well: How can setting act as character? How does location become place? And how fully can works of literature create place in the minds of readers? As the class encounters works from the Middle East, Africa, India, the Caribbean, and the U.S., the common goal will be to utilize place as a method of inquiry to more deeply examine and comprehend the world.

- **ENGLISH 379-0 Literatures of Migration: Displacement** - The past century has witnessed the displacement and dispersal around the globe of millions, forced from their homelands by factors such as war, persecution, environmental change, and socio-economic deprivation. With over 200 million people now living outside their country of origin, displacement has become the norm of our contemporary age. In this course we will examine a range of literary texts as well as film in order to consider what it means to belong in a world in which so many people are on the move. Key issues will include how identity is constructed and contested in displacement, particularly in relation to place/space, gender, and memory, as well as conceptions of home in a migratory world.

- **ENGLISH 379-0 Memoir** - This course will explore identity and belonging through writing. We will read and analyze and create our own writing about ourselves and our place in the world. We will examine memoir as a distinct literary form. Students will analyze a variety of contemporary and influential memoirs and explore the possibilities and limitations of the genre. We will investigate the relationship between history and memory, as well as distinctions between the public, the private and the personal in life writing. We will examine trends and controversies in the creation and use of memoir, as well as different functions and modes of documenting memory. Students will also produce their own memoir as part of their final project.

- **ENGLISH 379-0 Modern Middle Eastern Literature** - Surveys the literary landscape from Morocco to Iran and from Turkey to Pakistan in order to analyze how literature is used to form identity and chronicle disrupted histories.

- **ENGLISH 379-0 Reading and Writing Short Fiction** - The course introduces the basic principles of writing short fiction. Students will explore the key elements of narrative, character, setting and voice. Together we will read, analyse, and practice a variety of literary techniques to write short stories. We will also explore the question of how we might represent ideas, emotions, and experiences for different audiences.

  The course will encourage students to experiment with writing flash fiction and short stories, and to develop the discipline of writing daily. As well as developing their own writing, students will learn how to critique creative work by participating in regular peer-led writing workshops and so will become part of a supportive and constructive community of writers.

- **ENGLISH 379-0 Travel Literature** - Travel writing is far more than an advertisement for a beach vacation in Jamaica. This course explores the styles, structures, narrative choices, points of view, and audiences for travel writing. Students compose travel narratives.

- **ENGLISH 379-0 World Literature: Technology & the Environment** - Two of the most significant developments in the last few decades around the globe have been the increased

role of technology in our lives and the realization that environmental crises threaten the globe. Not only do these phenomena affect the material world that we live in, but they also shape the way literature, film, and other media represent the world. In turn, media shapes the way that we think about these topics and how we act in regard to them. Recent advancements in technology have undoubtedly changed the way humans interact, as well as the way we move and how we move ideas and texts. We communicate instantly and seemingly seamlessly, but are there costs to this new easy communication and movement? Big data has been used to corrupt elections, spread fake news, and upend economies as well help us instantly message friends and see Kylie Jenner's snaps. In this course, we try to come to terms with the advantages of digital technology while acknowledging its inherent dangers. Similarly, the globe has developed an obsession with "green" movements that take seriously global climate change and pollution, but they often come into direct conflict the goals, often short- sighted, of global capitalism. How do we reconcile these concerns? While one can certainly use technology to better manage global warming, pollution and other dangers, these phenomena seem to exist in part because we rely so heavily on technology. We will explore these questions and many others in this course to get a handle on the dynamic interplay of these topics.

- **ENGLISH 379-0 Writing in the Workplace** - This course focuses on writing in business and professional contexts. The curriculum is informed by current research in the field of professional writing and is guided by the needs and practices of business, industry, and society at large to prepare students for the writing environments of the global workplace.

ECONOMICS

- **ECONOMICS 242-0 Principles of Economics** - This introductory course studies basic economic concepts and theories. It is divided into two main parts: microeconomics and topics on macroeconomics. The module examines central economic ideas including supply and demand, market structures, consumers, public policy and monopoly as well as macroeconomic indicators such as gross domestic product, inflation and unemployment. Issues on economic growth, financial systems and capital markets are also discussed (including Islamic finance). Whenever possible, examples from Qatar and other economies in the Gulf region will be used to illustrate the material being discussed. The content and delivery of the course is suitable to students who are not pursuing a major in economics. Topics are discussed in a relatively non-technical way. Analytical explanations will focus on graphs rather than mathematics.

HISTORY

HISTORY 242-0 Topics may vary, past offerings have included:

- **History of the Modern Middle East** - Is designed to familiarize students with key developments from the late eighteenth century to the present. Though the focus is on political history, the movements of political elites are contextualized within broader social histories of local communities and religious and non-religious intellectual history, as well as global economic changes.

- **Muslim Empires in the Medieval Period** - Provides an overview of the political, intellectual, and social history of the kingdoms (Mamluk, Ottoman, Safavid, Mughal, and Songhay Empires) ruling over Muslim societies from roughly 1300-1800 C.E. Since many of the claims

about Middle East modernities are made with reference to what came before, this course challenges assumptions concerning the pre-modern political, social, and cultural norms.

- **Understanding Historical Sources-** In this course you will explore a range of historical sources and discover what secrets they can tell you about the past. Each week you will focus on one type of source and, with the aid of theoretical guides, discover how they can help you build historical interpretations. The sources will come from all over the world, including the Middle East, and cover the last 500 years. Our goal is to understand how different kinds of sources contribute to our historical understanding in different ways. We will start by reading written sources, such as diaries or newspapers, before looking at visual sources, such as portraits or cartoons, and finally study physical sources, such as clothes or architecture. By the end of the course, you will have a strong understanding of how to include a wide variety of primary sources to support analytical arguments about the past. Effective use of evidence is key skill for anyone interested in taking further history courses and for your undergraduate education in general.

HISTORY 387-0 Special Topics in History may vary, past offerings have included:

- **African Liberation Struggles** - This course concerns key theoretical issues relating to colonialism, decolonization, and liberation and situates these discussions in case studies from the around the African continent. Key case studies include Algeria, Ethiopia, Kenya, Tanzania, Zimbabwe, South Africa, Rwanda, Ghana, Nigeria, Senegal, and Guinea- Bissau. Key theoretical concerns include European orientalism and anti- black racism, colonial development policies, Nègritude and other liberatory ideologies, post-colonial balkanization and nationalism, pan - Africanism, African political complexities, and neocolonialism.

- **Slavery in the Islamic World** - This course explores the history of slavery in the Islamic world from the rise of Islam in the 7th century to the 20th century. It moves chronologically from early Islam to the twentieth century, tracing its evolution across various regions, including the Middle East, West, North, and East Africa, and the Indian Ocean world. It connects practices of enslavement in the Islamic world over time to global slaving practices, which have existed since the outset of ancient human societies. Key topics include the roles of slaves in Islamic societies, such as soldiers, concubines, and administrators, and the diverse experiences of enslaved men, women, and children. Students will investigate slave trading networks, including the Trans-Saharan and Indian Ocean trades, and explore how slavery intersected with race, gender, and class stratification, as well as imperial expansion. The course also addresses colonial interventions, abolition movements, and the legacies of slavery in contemporary Muslim societies. Using a range of primary sources, scholarly texts, literature, and mixed-media, students will critically engage with the historical narratives and debates surrounding slavery in the Islamic world. By the end of the course, students will gain a nuanced understanding of the varied forms of slavery (or slaveries) in Islamic societies and their impact on cultural, political, and social history.

- **Colonialism and Decolonization in the Muslim World** - Concerns key theoretical issues relating to colonialism and decolonization and situates these discussions in case studies from the Muslim world. The first segment concerns the process of colonialism and its effect on articulations of cultural difference, gender, ethnicity, and religion. The second portion looks at the decolonization and liberation struggles. The last portion considers the long-term effects of colonialism (neo-colonialism?) beyond independence.

- **Islam and the Shaping of African History** - Begins with the acknowledgment that when Muslims in Mecca were a beleaguered few, Africa became the home of the first Muslim community in history. Today, Africa may well be the only continent in the world with a Muslim majority. How did Islam come to have such primacy in African history? What are the currents of Islamic thought that have come to shape African lives? How did Africans affect Islamic religious culture? This course aims to answer such questions with an overview of fourteen centuries of Islam in Africa. Although not an exhaustive history, we will outline major historical shifts, consider broad intellectual currents and discuss some of the main historiographical debates surrounding Islam in Africa.

INTERDISCIPLINARY

INTERDIS 200 level courses:

- **INTERDIS 200-0 Intro to Environmental Science** - This class provides a comprehensive overview of environmental science. By using an "earth systems" approach, you will recognize society and the environment as an interrelated system. This course will examine the science behind natural ecosystem and physical environmental problems, including water and air quality, global climate change, energy, ecosystem services, introduced and endangered species, water supply, solid waste, human population, and interaction of technical, social, and political approaches to environmental management.

- **INTERDIS 202-0 Introduction to Digital Culture** - This course offers an overview of fundamental and emerging debates in digital culture by combining interdisciplinary perspectives from the humanities and social sciences. It introduces concepts like abundance, algorithms, networked culture, and surveillance and incorporates discussions of contemporary artifacts like memes, GIFs, influencers, podcasts, and live streaming. It also revisits theoretical frameworks like affordances, intertextuality, infrastructure, genre, and others, paying special attention to the circulation of ideas, communities, and practices online and examining the structures which shape their movement. These ideas are examined through transnational case studies to explore the way that digital cultures intersect national and sociocultural boundaries, with an emphasis on Global South contexts. Students will have working knowledge of the vocabulary and frameworks needed for the study of digital culture, while also gaining the tools to mindfully consider ethical issues in the field. The course is structured to include lecture, discussion, guest speakers, and workshops.

- **INTERDIS 202-0 Digital Media Ethics** - Should holograms of Umm Kulthum or Michael Jackson be giving concerts? Do robot waiters and jockeys have rights? How are digital scandals around the body rooted in histories of nation-building? What are ethics in the world of the digital and how are they shaped? This course emphasizes transnational scholarship to consider the ways that we learn to live with digital media, exploring the way that systems of culture and power shape our moral dilemmas online. We will investigate several questions, such as: How do we consider charges against public decency, family values, and morality, which shape online controversies in the Global South and the MENA region? What is the place of scandal or the sacred in the realm of the digital? What forms of invisible labor shape our relationship to social media? What are the mechanics of surveillance and how do they relate to persisting global power asymmetries? What is the role of technology corporations in shaping our digital media landscape, considering an increasing reliance on digital media to help us navigate the world and even tell us about our own bodies? This course explores locally situated questions of ethics, considering their

tension with ideas of the universal. It also examines the role of states, technology platforms, and corporations in shaping these landscapes of acceptability. Students will learn how to engage in media critique about issues related to digital media, apply case studies to course concepts, and situate ethical issues within their sociohistorical and political contexts.

- **INTERDIS 202-0 Introduction to Performance Studies** - Through a broad exploration of performance, both on stage or screen and in everyday life, this course offers an introductory grounding in the (inter)discipline of performance studies. We look at music, theater, dance, sporting events, gender, race, political action, and beyond not as separate domains but rather as related acts of human communication, in performance. In addition to exploring what performance is, the course also explores what performance does. Through a combination of written assignments and staged performance projects, students engage in embodied and collaborative learning. We further take up performance as concept, analytic, and method to understand the social world, paying particular attention to Global South contexts. Students should leave the course able to differentiate the key concepts of performance and performativity and apply these to a wide range of phenomena.

- **INTERDIS 202-0 Intro to Infrastructure Studies** - This course will introduce students to the interdisciplinary field of infrastructure studies, beginning with basic concepts to understand the broader contextual and embedded understanding of infrastructures. The course will explore the imagination of infrastructures and the centrality of technology in building and creating infrastructures. Students will learn about technological infrastructures such as digital infrastructures, transportation infrastructures, and others. The course will situate infrastructures in historical, political, social, and cultural contexts. Students will learn about governments, nongovernmental organisations, and experts who plan, build, and operate different infrastructures in national, international, and global contexts. The course will also look at the way infrastructures unfold on the ground, and their social and cultural interactions with users/people, as well as the engagement and negotiation people have with different infrastructures in their everyday life, and their experience and understanding of infrastructures. Along with the social and cultural interaction of infrastructures, students will learn about how infrastructures interact with their surrounding environment in which they are built and operated, and the various impacts and implications. The course aims to help students draw a broader critical introductory understanding of infrastructures.

- **INTERDIS 202-0 Introduction to Urban Planning** - This course imparts basic concepts of urban planning, urban policies and infrastructure planning as tools students can use to understand and appreciate built environments across the world and in Doha. An international, universalist approach to urban planning issues will inform these topics via consideration of a series of reports by the United Nations Habitat project.

- **INTERDIS 203-0 Ways of Knowing** - What do we know? How do we know it? What is the best way of gathering data to learn what we do not currently know? How do we process our current knowledge and use it as a basis for action? These epistemological questions are addressed differently by different disciplines or academic groups trained to investigate problems following certain, agreed-upon rules of analysis. In this course, we will unpack the notion of a liberal education and its quintessential space, the university. We will critically examine the very idea of knowledge: What makes the knowledge you acquire here valuable? Which kinds of knowledge are considered to be significant and authoritative in the societies we live in, and why? What are the entanglements between knowledge and power? The goal of this class is to encourage and enable you to critically reflect on the

conditions of your learning and the purposes for which you are pursuing it. More specifically, you will learn about colonial knowledge production and its manifestations in the contemporary world. The course will explore topics of education, power, knowledge production, colonialism and humanity through the lens of philosophy, anthropology, history and literature, but also thinking of these various modes of knowledge production as intersecting with and informing each other.

- **INTERDIS 205-0 Women's Identity in the Gulf** - The aim of this course is to study gendered national identity in the Gulf region and the role of women in identity politics. Using a comparative lens, the role of women in nation building will be studied starting from a global level and moving to the more regional level. The course focuses on multiple layers of identity in the Gulf (tribe, family, ethnicity and religion) and how each one of the layers further affects the place of women in the nation. The notion of "Gulf women" as one uniform category is questioned, considering the intersectionality of the various groups of women. The impact of modernization, education, globalization and modern economies on kinship institutions are also examined in terms of the rise in state feminism and women empowerment as part of national projects.
- **INTERDIS 206-0 Intro to Gender Studies** - This course is an introduction to the field of gender studies. The course will tackle debates in the field from a range of disciplinary perspectives. How are femininity and masculinity defined and embodied across cultures? How do race, class, religion and sexuality intersect with gender? What is feminism? We will explore these and other questions.

- **INTERDIS 207-0 Intro to Global Studies** - Global Studies is an emerging field that seeks to provide a holistic, transdisciplinary perspective on global issues and challenges, under the assumption that no one single academic field is sufficient to understand our hyper-globalized world. This is not a class about international (state- to-state) relations, or one that combines various strands of area studies to comprise a "world studies" class. Instead, this class will provide a comprehensive view of our world through an exploration of complex issues and challenges organized around three strands: global governance (states, intergovernmental organizations, civil society); global interactions (politics, economics, culture); and global challenges (human rights, development, migration, security, health, environment). This course will provide students with a global purview and a critical understanding of the interconnectedness of global phenomena and their impact on individuals and communities. The course will also encourage students to reflect on their own role as global citizens.

- **INTERDIS 242-0 -Introduction to Science and Technology Studies** - This course introduces the interdisciplinary field of science and technology studies (STS), which is the study of science and technology in social context. Drawing on insights from the history and sociology of science and technology, the course discusses topics related to how and why people shape, develop, use, adapt, and contest scientific knowledge and technologies. It introduces important concepts such as "everyday science" and sociotechnical system" to understand how science works and how to think about our technological world.

- **INTERDIS 242-0 Museums and Society** - Using museums and cultural sites from Qatar and the Gulf States, this course will examine and discuss how these institutions engage with, and in society. Topics will include the exploration of the backgrounds to museums, early Gulf museums and collections, the re-emergence of museum creation in the 21st century, and how exhibitions aim to communicate and engage with visitors. Through discussions with

experts in the field, site visits, and multi-media resources you will critically examine exhibitions and institutions, with particular emphasis on examining how museums in the Gulf contribute to society, as well as how they are shaped by society.

- **INTERDIS 242-0 Science, Technology, and Society** - Introduces you to the study of science and technology in a social context. Among other things, we will examine the definitions of science and technology, the relationship between science and technology, how science and technology shape societies, and in turn how societies influence the development of science and technology. In order to understand the role of science and technology in societies, we will explore several case studies that highlight the function of science and technology in different societies around the world and in different time periods. Along the way, important concepts and key terms in the field of Science and Technology Studies (STS) will be introduced.

INTERDIS 300 level courses:

- **INTERDIS 301-0 Doha Seminar: Borders** - This interdisciplinary course discusses issues relevant to Qatar and the Gulf that may include Qatari and Gulf history, arts and culture, natural and human resources, education, regional and international foreign policy, geosciences, communication and media, and other topics. The course is a collaboration with Georgetown University Qatar faculty and students. Previous topics have included: Popular Mobilization in the Contemporary Arab World; Mysticism, the Desert, & City; Migrants and Mega Cities; and Decolonial Solidarities.

- **INTERDIS 304 Exploring Environment Justice** - This course begins by examining the philosophical foundations and history of the environmental justice movement and concepts such as justice, race and class. Sustainability and equality, whether socially, economically or environmentally, at the national, regional, and global levels, cannot be achieved unless the underlying causes of environmental and social inequity are understood and addressed. This course will focus on struggles in the Global South. Through case studies, readings, and films, we will examine the following questions: How is it that certain groups of people do not have access to basic resources, or are systematically burdened with pollution or environmental hazards to a greater extent than other groups? What are the social relations of production and power that contribute to these outcomes? What can be done? How do we define "environmental justice"?

- **INTERDIS 305-Geopolitics & The Global South** - China announced its Belt and Road Initiative (BRI) in 2013 as a grand strategy of connectivity through networked land and sea routes. These are intended to facilitate China's internal development, energy needs and trade in a Sino-centric orbit of economic, political, cultural and security relations. Through this vast network of mega-infrastructure projects, the BRI has the potential to impact development in dozens of countries in profound ways. The course will focus on the current and potential impacts of the BRI across the Global South in Africa, the Middle East and South Asia. To date, China has invested more than $340 billion in the BRI, over one-third of the $1 trillion pledged—making it arguably the most ambitious global development project in modern human history.

- **INTERDIS 307-0 Politicizing the Passions** - This course will draw from the fields of political science, sociology, anthropology, and affect theory to examine the different ways in which

emotions drive and impact diverse political phenomena such as social movements, nationalism and statehood, diplomacy, political intolerance, civil war, racism, and violence. The first objective of this course is to develop a critical understanding of the different disciplinary and methodological approaches to emotion and its place in political life. To that end, we will analyze how rationality and emotion are conceptualized and theorized in different disciplinary traditions, considering the processes by which private, individual emotions become public, collective, and politically relevant? The first half of the course is organized thematically by political phenomenon. The second half of the course is designed to discern patterns and identify concrete ways that specific emotions—such as fear, shame, anger, and hope— shape politics.

- **INTERDIS 308-Gulf Futures** - This course seeks to disrupt mainstream narratives about the Gulf's 'future'; a rigid concept that often comes from consultants and policymakers. Instead, it explores what the future might look like when (and if) it is imagined by overlooked, marginalized individuals and communities. Students will explore the future through past histories, what the future is (and isn't), the nature of non-linear/fractured time, and how to 'make sense' of common/non – sense. Students will look at the Future as imagined by the Gulf city-state, examining conceptions of modernity, belonging, transience, and citizenship. They will also explore the relationship of humans to technology, and the possibilities it presents in shaping alternative identities and realities. The course uses Futures 'games' and role- playing as a learning method to help practice 'speculative futuring' by engaging students to 'game out' possibilities for the future. The goal of this course is to encourage students to think about the 'far-off future' intellectually, and to engage with futurist thinking as a practical skill that can create tangible change in their surrounding communities as well as in their own personal life.

- **INTERDIS 309** - **Identity Narrative and Diplomacy** - Communication is central to how we understand international affairs. This course will introduce students to the conceptual, theoretical, and historical foundations of international identity and strategic narratives in the realm of diplomacy and international relations, in order to develop a systematic understanding of how political actors seek to shape order through narrative projection in this new environment. We will also examine and analyze a variety of case studies, and students will have the opportunity to practically apply their knowledge through a number of hands-on projects, such as analyzing and constructing effective strategic narratives as part of group work assignments, as well as in the setting of a diplomatic simulation. The first part of the course introduces the field of diplomacy, including negotiations, as well as the notion of soft power. Part 2 shifts the focus to the significance of international identity and strategic narratives. In part 3, students will have the opportunity to apply their new skills and knowledge in the context of an international negotiation simulation.

- **INTERDIS 310-0 Music and Islam** - What does Islam "say" about music? This course will trace circulations of this question in scholarly, popular, media, and religious discourses. Why and how does it matter what sound is called music and not, what music is called Islamic and not? We ask both how the thinking and the doing of music and Islam have been entangled in particular moments and places and how and why Muslim and non-Muslim scholars have sought out these entanglements. In the first part of the semester, we explore competing definitions of music and of Islam, unpacking the stakes of scholarly, theological, and popular inquiries into these demarcations. In the second, third, and fourth parts of the course, we dig into case studies under the themes of music in and of al-Andalus, "Islamic music" and the popular, and music and trance practices. The semester's end returns us to

and broadens some of the questions with which we began, this time through an exploration of sonic territories.

- **INTERDIS 311**-0 Datafication and Society - This course will introduce students to an interdisciplinary field broadly categorized as datafication and society studies. The course situates datafication in a broader historical, political, economic, and social context with the rise of modern states, colonialism, and industrialization. By exploring the broader context of datafication, students will learn about the connected nature of datafication from the times of colonialism and industrial capitalism to recent times of neoliberalism and digital capitalism. In doing so, the course will focus upon the centrality of various techniques, and technologies that were and are continuously developed, deployed, and used for datafication. Helping students to understand the changing meaning, and purpose of datafication defined, and constructed by states (both colonial and post-colonial), business-technology corporations, and neoliberal organizations. Moreover, the course will also provide a macro to micro view of datafication, trying to unbox the top-down approaches to datafication, and its bottom-up ground realities. In this manner, the course will not only provide an understanding of the way datafication is planned, and operated by various institutions and actors in global, international, and national context. But also, the way datafication unfolds in specific social and cultural context with focus on individual body(s).

- **INTERDIS 316- Gender, Race, and Colonialism** - This upper-level, interdisciplinary course explores the ways in which colonial power intersected with race and gender as social constructs during the period of European expansion (1500-1900s) and the effects of such constructions on colonized, and postcolonial societies in the modern period. We will study the relationships between European metropoles and their colonies, focusing on how knowledge was created and transferred alongside people and goods. The second part of the course looks at how colonized people interacted, collaborated, and resisted colonial governments, laws and institutions by exploring how race, gender and class structure interactions between colonizers and the colonized 'Other'. The aim is to understand how and why social categories of difference are used to inform power structures within colonial and postcolonial contexts in the Global South. By the end of this course, students should gain a deeper understanding of how gender and race intersected in ways that shaped the history of colonialism, its imposition, and by influencing modes of resistance to it.

- **INTERDIS 379-0 Asia in Focus** - The interdisciplinary field of science and technology studies (STS) have produced many insights about how science and technology were shaped by and shaped societies. STS scholars have examined how knowledge and artifacts are designed, developed, transferred, adopted, used, or rejected by knowledge workers, technically skilled people, invisible technicians, marketers, and all kinds of users. STS scholarship has shown how the development of science and technology are historically contingent and culturally situated, as well as can be gendered, racialized, hierarchical, ideologically influenced, and politically motivated. Despite these important findings, STS is currently still dominated by Euro-American theories, practices, languages, and institutions. But technoscience hasn't only been produced in North America and Europe. This course decenters the Euro-Atlantic world as the site of scientific knowledge and technological production by introducing STS scholarship in and about Asia. It explores the question what we can learn about science and technology by studying them in Global Asia where most humans have been living.

- **INTERDIS 379-0 Energy, Environment and Society** - Energy permeates our lives, from the energy level we feel in our bodies to the energy used to construct and power our world. Yet energy, while commonplace, is often misunderstood. Petroleum, for example, has brought us modernization while also contributing, directly or indirectly, to some of the world's greatest issues such as wars, excessive consumption, inequalities, and global warming. In this course, we will focus on the primary source of energy that has been fueling our world: oil. We will study the basics of oil, its connection with democratic politics, its link with the environment, and how it (along with water) shaped the Kingdom of Saudi Arabia, the world's largest oil producer. We will also explore in detail signs of global warming, ways in which societies anticipate and cope with its consequences, and the larger debate of what to do about it. We will also explore the possibilities of a world after oil.

- **INTERDIS 379-0 Examining Disasters from an STS Perspective**: We constantly hear in the news of oil spills, airplane accidents, nuclear catastrophes, hurricane-ravaged regions, earthquake- triggered disasters, and many more. Why and how did these disasters take place? How have we responded to them? In this course we will explore the interconnection of society, environment, and technology to gain understanding of the "technological" and "natural" disasters we constantly observe in the media. Through a variety of reading and writing assignments, we will learn how journalists, filmmakers, and scholars narrate and explain these events. Further, we will examine how ideas about risk, vulnerability, accidents, and catastrophes are often associated with our scientific and technological creations and organizations instead of mysterious supernatural forces. We will examine the role of science and technology and the concept of nature in order to understand what "natural" disasters say about humans and culture.

- **INTERDIS 379-0 Our Electrified World** - Electricity dominates our lives. But our electrified world presents opportunities as well as challenges. Electric-powered technologies help complete many of our tasks and many people claim that electricity is the underlying energy that fuels our civilization. At the same time, electricity exposes inequalities in the world (not all societies have access to it) and serious environmental implications. Drawing from a variety of sources and disciplines, this course examines the nuts and bolts of electricity; the historical, political, anthropological, and social dimensions of electrification; and the consequences (good and bad) of our electrified world.

PHILOSOPHY

PHILOSOPHY 242 Topics may vary; offerings will include:

- **Ethics and Politics of Immigration** - The course addresses the topic of immigration from the standpoint of social and political philosophy. An estimated 244 million people live outside of the country of their birth, often as a result of economic inequality, civil war, environmental degradation, and the desire to reunite with family members. At the same time, states enjoy broad powers to police their borders using violence. The goal of this course is to inform ourselves about the nature of immigration and to critically assess immigration policies from an ethical perspective. Topics may include border controls and admissions policy, citizenship, human trafficking, the treatment of unauthorized immigrants, the role of immigration in economic development, and the role of gender and race in immigration. As we explore these topics, we will practice reading and critically engaging with argumentative texts, challenging basic assumptions, analyzing concepts, and assessing arguments.

- **Introduction to Philosophy** - This course is an introduction to a number of central philosophical topics, including personal identity, the nature of social construction, justice, the meaning of life, and the nature of knowledge.

- **Justice** - This course offers an introduction to social and political philosophy centered around contemporary debates about justice and equality. Topics to be discussed include classical liberal theories, like utilitarianism and libertarianism, and critiques emerging from Marxism, critical race theory, and feminism.
- **Language and Power** - Language plays a central role in our social lives: it helps us express our feelings, convey our thoughts, and create important connections with others. At the same time, it can be used to disparage, marginalize, or subordinate people. In this course, we will examine how the use of language can draw on, exert, and reinforce social power. With the help of classic ideas from the philosophy of language, we will analyze a number of contemporary issues concerned with the forms and effects of social discourse. Topics may include: free speech; the impact of hate speech, pornography, slurs, and other harmful speech; generalizations (so- called generics); propaganda and ideology; the representation of gender, race, and other social categories in language; the relationship between our social position and the effect of our speech; resistance to harmful speech. As we explore these topics we will practice reading and critically engaging with analytical and argumentative texts, challenging basic assumptions, analyzing concepts, and assessing argument.

- **Morality and the Good Life** - Introduction to Ethics. This course is an introduction to the philosophical study of ethics. We will think about what makes our lives go well: Is it enjoyable experiences, being free, having friends, living truly, or something else? We will explore what it means to be moral, think about the relationship between morality and religion, and discuss what reasons we have to be moral. In the final part of the class, we are going to discuss a number of contemporary moral issues. These may include: abortion, euthanasia, the rights of people with disabilities, how to resist injustice and oppression, recreational drug use, family and marriage, sexuality, punishment, the treatment of animals, the moral limits of markets. Throughout the class we will be engaging with historical and contemporary arguments, but the aim of this class is not primarily to study the ideas of others. Rather, you will acquire the skills and tool to join an ongoing conversation about what it means to lead a good life and to be a good person. To that end, you will practice and refine your abilities to critically read, listen, think, argue, and write.

PHILOSOPHY 387-0 Topics may vary, past offerings have included:

- **Postcolonial Political Theory** - Colonialism and empire have been key elements of political modernity, leaving in their wake a legacy of genocide, racist subordination, capitalist economic extraction and dependency, and ecological destruction. In this course, we explore how this legacy has shaped understandings of politics and forms of political organization and analyze attempts by political actors and theorists to imagine and construct viable political futures in the aftermath of European domination. In particular, we will discuss attempts to rethink central political concepts, such as the nation-state, democracy, citizenship, freedom, self- determination, and economic justice. The goal of this class is to help you understand and participate in debates about the guiding question of political theory: How should we organize the basic social structures that shape how we live our lives and interact with one another? This is a discussion-based and reading-intensive course, for which students will be asked to read 50-100 pages each week. We will practice reading and

critically engaging with analytical and argumentative texts, challenging our own assumptions, analyzing fundamental concepts, and assessing arguments. Our discussions will be guided by a selection of anticolonial writings as well as contemporary readings in political theory and the history of political thought.

- **Social Construction** - The idea that aspects of our world are socially constructed has become prominent both in public discourse and in a number of academic disciplines, including sociology, anthropology, gender studies, disability studies, critical race theory, and literary theory. The goal of this class is to better understand claims about social construction. How is social construction supposed to work? Does it work the same way in all cases? How can our thinking about something affect the nature of the things we think about? What are the historical developments and social forces at work? Does the claim that something is socially constructed mean that it is not real? We are also going to think about the political and ethical implications of the idea: Does the claim that something is socially constructed undermine its authority? What is the problem with essentialist claims about race, gender, social institutions, etc.? Does social construction mean that "anything goes"? What should do with the things that turn out to be socially constructed keep, reform, or abolish them? We are going to explore these issues by looking at a number of concrete topics, including race, gender, disability, money, and power. In addition to systematic philosophical texts, we are going to read texts that situate these phenomena in concrete social and historical contexts. The class will have an interactive, discussion-based format.

POLITICAL SCIENCE

POLITICAL SCIENCE 242-0 Topics in Political Science may vary, past offerings have included:

- **Debates in Comparative Politics** - This course provides a dynamic introduction to current debates in comparative politics, enabling students to critically analyze various democratic systems and regime transitions throughout the world.

- **Gulf Society and Politics** - This class investigates important themes of contemporary Gulf society and politics: the impact of oil wealth on social and political development, and changing notions of citizenship, gender roles, and social choices in the Gulf. Political readings are combined with literature and film from the Gulf region. Students should end the class with a better understanding of the rapid development and transformation of Gulf society and politics, and the challenges still facing the region.

- **Introduction to International Relations** - Introduces students to the development of international politics in the last century and to the major theories of International relations. We will look at the development of the current international system and the ways scholars and policymakers try to understand and navigate war, peace, and the various states between.

- **Introduction to Middle East Politics** - Focuses on key political issues in the contemporary Middle East, including democracy, Islamism, terrorism, sectarianism, feminism, oil politics, and the relationship of the Middle East to other regions of the world, using case studies as illustration and to provide general background to the politics of the region

- **Intro to Int'l Political Economy** - This course is intended as an introduction to the field of international political economy. It is designed to give students a grasp of the interactions between politics and economics in shaping the global, regional and local dynamics, illuminating their increasing interconnectedness and interdependence in the era of globalization. Students will be introduced to key theories and analytical frameworks combining interdisciplinary tools that can be applied in a variety of social science disciplines. The course also will introduce students to some major issues of international political economy such as global governance, international financial institutions, multinational corporations, development aid, international trade, cooperation, and conflict, among others.

- **Palestine and the Arab Israeli Conflict** - The course examines various aspects of the Arab Israeli conflict with specific focus on Palestine and the Palestinians. It starts with the history of Zionism and the idea of establishing a Jewish homeland in Palestine; then it moves to discuss the consequences of the implementation of this idea within colonial and postcolonial contexts. Following the 1948 war and the subsequent creation of Israel, the region entered a prolonged state of conflict with devastating impacts, the most important of which are the emergence of Palestinian refugees and the lack of Palestinian statehood. By tracing the chronology of war and peace episodes, the course intends to critically discuss the conflicting narratives, role of regional and international players, and the continuing ramifications of the conflict that has affected the shape and politics of the Middle East.

- **Politics & Pop Culture in MENA** - This course will examine the relationship between popular culture and politics in the MENA. Pop culture, such as cinema, television, street art, music, and social media, has been a means of both resisting and shoring up authority, of affirming and subverting societal norms and taboos, enabling the production of new forms of community and publics, and of motivating and expressing political action. We will critically examine examples of pop culture from societies throughout the region, analyzing their connection to power structures and changes in ideology and nationalism, gender/class/religious identity and practice, comportment and urban space, and state power. This course will draw on research approaches in media studies and anthropology to theorize the role of popular culture in reflecting, challenging, and expanding political horizons in the region.

POLITICAL SCIENCE 300 level courses:

- **POLI_SCI 309-0 Adv Topics in Political Theory: Islam & Politics Mid East -** - This course focuses on the role of the media in the socio-political processes in post-colonial Arab countries. It engages with the debates over such a role since the emergence of the independent Arab states in the first half of the 20th century through our present time, and the indispensable influence of the media during and after the Arab Spring. Between these two-time ends, the media has been part of broader processes of nation building, ruling elites' consolidation, identity-creation and dismantling, as well as a crucial means of political opposition. It has also been central in supporting and defeating ideologies, rising, and falling parties, and recently in overthrowing regimes that have spearheaded the manipulation of the media to stay in power. The course will examine how Arab media have evolved in various political contexts, historical phases, and country case studies. Emerging states and governments in the region have used (and misused) the media for decades in their sustained effort to construct distinctive national identities. This process has been

common practice across the Arab world where 'revolutionary' and 'conservative' states have converged. The ramifications of this practice where media is kept under the state control have always produced new areas for research and inquiry. Thematically, the course will cover a spectrum of subjects including loyalist media and their role in supporting political status quo, oppositional and ideological media, the politics of private-owned media, media and political change, media and foreign policy, media and social change, media and religion, the politics and influence of foreign media and off-shore Arab media.

- **POLI_SCI 387-0 Contemporary Arab Thought** - This course covers various ideologies and schools of Arab political thought from the late 19th century up to current times, including Liberalism, Pan-Arab Nationalism, Marxism, Conservatism, and Islamism. It engages with the main tenets of these ideologies and their thinkers, examining their influence and intellectual activism in the Arab region. The course examines the mixed effects of these ideologies on the Arab world, exploring their approaches to socio- political values and structures, and their endeavors to (re)formulate collective identities. Arab intellectuals who belonged to these ideologies strived to absorb, adopt, or reject sheer consequences created by the 'shock of modernity' on socio- political, economic, cultural, and moral levels. Students will acquire deep knowledge of the intellectual struggle between these schools of thought, and its impact on that the cultural and political scene in the Arab world, reflecting both the rise and fall of these ideologies during the long decades of the 20th century and through the days of the post- Arab Spring.

- **POLI_SCI 387-0 Public Opinion** - This course is an overview of public opinion and survey research that increases students' understanding of how to critically interact with polls in order to measure and analyze public opinion. The course begins with theoretical approaches to measuring and analyzing public opinion, including an overview of new forms of media and communications and their effects on public opinion, and then proceeds to case study research. Students are challenged to create their own surveys and analyze their results in a final paper. Theoretical literature on public opinion and survey research will be combined with a variety of case studies, depending on the expertise of the instructor.

- **POLI_SCI 387-0 Politics of the Arab Uprisings** - This course examines the reasons for and variations in contemporary uprisings in the Middle East. At once theoretical and empirical, the class focuses on events of the Arab uprisings.

- **POLI_SCI 390-0 Media and Politics in the Arab World** - This course examines the role of the media since the emergence of the independent Arab states in the first half of the 20th century through present time, and up until the influence of the media during and after the Arab Spring. Between these two-time ends, the media has been part of broader processes of nation-building, ruling-elites consolidation, identity-creation, and dismantling, as well as a crucial means of political opposition. The course examines how Arab states have used and manipulated the media for decades to construct distinctive national identities and pursue certain politics. Thematically, the course covers a spectrum of topics including loyalist, oppositional and ideological media, the politics of private- owned media, media and political change, media and foreign policy, media and social change, media and religion, and the politics and influence of foreign media and off- shore Arab media. A considerable discussion is also devoted to transnational broadcasting media pioneered by Al-Jazeera in 1996. A similar focus is given to the emergence of social media along with youth activism in the Arab Spring.

RELIGION

RELIGION 242-0 Topics may vary, past offerings have included:

- **Islamic Intellectual History** - Examines the development of the classical Islamic scholarly disciplines from the eighth to the twelfth centuries C.E., with some reference to the medieval and modern periods. It will focus on key intellectual disciplines such as jurisprudence (fiqh), Prophetic traditions (ḥadīth), Qur'ani exegesis (tafsīr), theology (kalām), philosophy (falsafa) and Sufism (taṣawwuf).

- **Sufism** - Sufism, sometimes referred to as "the science of the soul's purification" (*taṣawwuf*) or "Islamic mysticism," has played a critical role in the history of Muslim societies. This course provides an overview of the key doctrines of Sufism and considers their elaboration in dialogue with broader the broader intellectual, social and political history of Muslim civilizations. Four time periods covered include: the formative years (600 to 1100 C.E.); the emergence of Sufi orders (1100 to 1400); the institutionalization of Sufism in the late medieval empires (1400 to 1800); and the reform, contestation and revival of Sufism in the modern period (1800 to present).

RELIGION 387-0 Special Topics may vary, past offerings have included:

- **Islam in America** - Analyzes the intellectual history and spectrum of Islam in America from its earliest presence in the "New World," through the rise of the Nation of Islam, to contemporary movements. Themes include notions of orthodoxy/heterodoxy, the influence of culture on religious practice, immigration and alienation, racialized religious ideologies, and the current diversity of Muslim voices.

- **Modern Reform Movements in the Muslim World** - Explores the origin and development of key religious movements such as Wahhabism, Salafism, "neo- Sufism," the Muslim Brotherhood and Muslim millenarianism. By interrogating the nature of renewal and reform, and the influence of modernity on movements of change, we will evaluate the extent of doctrinal and social change occasioned by such movements in the last two centuries.

SOCIOLOGY

SOCIOLOGY 242-0 Topics may vary; past offering have included:

- **Globalization and Youth** - Perspective from the Global South: Globalization involves processes connecting cultures and societies geographically wide apart. This course is designed to uncover ways in which youth in the global south are engaged in migration and exchanges of goods, ideas, and money, thereby making them global citizens. Through a combination of essays, ethnographies, journal articles, films, class discussions and written assignments, the course will explore the globalized experiences of youth living primarily in the Middle East and Asia.

- **International Migration** - This course offers students a broad understanding of the central issues associated with migration and settlement. With a focus on South-South migrations in conversation with more commonly studied, South-to-North movements of people, the course will address various types of migration and key transnational framings of movement

across domestic and international boundaries in the first half of the term. In the second half, it will explore ways in which various states deal with the diversity of their immigrant populations. Using a case study approach, it will also introduce elements of the everyday life of migrants, in contrast to highly state-centric readings of migration

- **Introduction to Sociology** - As a scholarly field, sociology shifts analytic emphasis from individual characteristics—typical of everyday thinking—to characteristics of the broader social context. Thus, from a sociological perspective, our perceptions of individual characteristics are inalienable from the character of such social and historical institutions as the state, economy, religion, family, schooling, popular culture, and the media. This course offers students basic concepts and training in the quality of the sociological imagination, that is, the ability to see the interaction between an individual's biography and history. Through readings, discussions and writing assignments, it will develop students' abilities to think critically about social issues and to articulate these ideas in writing.

- **Race and Racism**- This course offers sociological understanding of race with special attention to the locals and migrants in the Middle East, North Africa and Asia. Themes include the meaning of race and racism as well as how social institutions shape individual's experiences based on their race.

- **Understanding Social Problems** - In this course, students will learn about social problems from a sociological perspective. The course explores questions such as what are social problems; who defines them; what are their causes and their consequences on society? We will examine contemporary social issues in global and regional contexts and delve into topics that include but are not limited to the following: inequality and poverty, gender and sexism, ethnicity and race, population aging, family breakdown, digital addiction and cyberbullying, and urbanization. Responses at community, legislative, and policy levels within Qatar and globally will be explored.

SOCIOLOGY 387-0 Advanced Topics in Sociology may vary, past offerings have included:

- **Globalization and Third World** - This course examines the process of globalization especially as it occurs in countries with emerging economies. For example, Global culture: Big Macs in Hong Kong, the Universal Declaration of Human Rights, India's Bollywood films popping up in theaters on all five continents. Global organizations: Amnesty International, CARE, the United Nations, the World Trade Organization, Doctors Without Borders. Global economy: Guess jeans made in China, Japanese investment in Vietnam, fair-trade coffee on the counter at Starbucks. These and other aspects of globalization are the focus. Making sense of global change and understanding global processes in everyday life are the goals. Important topics include globalization's homogenizing and diversifying effects, its media flows and cultural change, civil society and social movements, and problems of inequality, environmental degradation, and circulation of discourses of ethno-nationalism.

- **Individuals & Groups in Sociology** - This course introduces sociological theories in understanding how society affects individuals and groups. It begins with Marx,
Durkheim, and Weber's foundational social theories and then goes on to the major schools of modern social thought, including Symbolic - Interactionism, Critical Theory, and contemporary theories of race, ethnicity, gender, Post- Structuralism and Post- Modernism.

- **Sociology of Development** - This course discusses key ideas, theories, and actors (e.g., institutions, social movements, NGOs, governments, etc.) that have shaped mainstream and

alternative development processes and practices. It examines the ways in which discursive, political, and economic aspects mutually reinforce power structures that determine which people do and do not count as "developed" and which perspectives on change become part of development processes.

- **Sociological Theories** - This course will introduce you to central issues in classical, modern, and contemporary sociological theory and show how theory helps us to better understand our experience of the social world. We will explore such core issues as: the relationship between the individual, groups, and society; the maintenance and disruption of social order; forms of social change, power, and agency; and defining features of modern and post-modern society. Approaching social theory as a conversation carried out in primary and secondary texts, films, class discussions and reflective writing, we will pay special attention to assumptions underlying these theories by examining biographies, intellectual influences, political views, and cultural contexts.

- **Refugees in/from Arab World** - This course addresses the issue of displaced people and refugees in and from the Arab world, taking the cases of Sudan, Palestine, Iraq, Syria, and one other to be collectively defined. The course adopts a holistic approach to the study of refugees grounded largely on peopled perspectives, and drawing upon sociological, ethnographic, and historical material. Less focused on causes of refugee movements, we will look into the meanings of displacement through refugees' experiences, how they adapt to their new situations and find ways to overcome challenges, how local and international organizations and communities respond to refugee influxes in short-term and protracted situations, and how different media and formats represent refugees and issues. Students will be exposed to the work of anthropologists, sociologists, historians, journalists, aid workers, policy makers, literary authors/artists, and voices of refugees themselves. This insight will equip future communicators and journalists with knowledge of issues and formats to engage in meaningful work around refugees**.**

Interdisciplinary Minors

At Northwestern University in Qatar, students can pursue interdisciplinary programs that aim to deepen their understanding of the Middle East, film and design, media and politics, strategic communications, and Africana studies. Each minor requires the completion of six courses and may include a capstone or portfolio requirement.

Declaring a Minor

Students who wish to pursue a minor must complete a minor declaration form and submit it to their academic adviser for approval. The form is available under academic records, forms, and policies on NU-Q website. Students should complete the form and submit it to academic advising by the end of the second week of classes at least 3 and preferably 4 semesters before expected graduation. Students' transcripts will indicate the minor(s) they are pursuing.

Minor Policies

- NU-Q offers courses in support of its minor programs.
- Students must declare a minor prior to the end of the junior year.
- NU-Q cannot guarantee the completion of a minor for any individual student.
- NU-Q cannot guarantee seats in courses for students enrolled in minors.

- Students may, through special permission, declare minors offered only on the Evanston campus. NU-Q does not guarantee, however, that it will be able to provide the classes required for minors NU-Q does not offer.
- Students are not guaranteed courses to complete any minor at Evanston, even if they are studying on that campus.

Double Counting Rules for Minors

1. Students cannot count a course towards their major and a minor that they are pursuing.
2. Courses used to fulfill their distribution requirements or electives may double count toward a minor.
3. A course cannot double-count toward requirements for two minors.
4. Journalism students may count Journalism 303 for the minor.

Minor Completion

Those students who declare a minor are required to complete all requirements before their graduation semester. No degree can be conferred while an unfinished minor remains on the transcript. Students who do not complete the minor requirements upon completion of the degree requirements have two options:

- Remove the minor by completing the minor removal form and submitting it to their academic adviser.
- Complete an additional semester or more at regular tuition rate to complete the remaining coursework for the minor.

Africana Studies Minor

Africana Studies Minor requirements:

- For NUQ students, at least one course at GUQ; for GUQ students, at least one course at NUQ.
- One “core” course; all others can be “electives” Core courses can also be taken as electives.
- Other courses not listed here may be considered with committee approval.
- For achievement of the minor, students must achieve a grade of C or higher in each qualifying course.
- Senior Portfolio or capstone project

Core Courses

- NU Eng 242: African Literature
- NU Hist 242: African History in the Modern Period
- NU ENGL 379: African Cinema
- NU Hist 387: African Decolonization and Liberation Struggles
- GU Hist 311: Africa the Politico-Economics of Independence
- GU IPOL 2806 African Political Thought
- GU Hist 111: Africa I, African History to 1800
- GU Hist 112: Africa II, African History after 1800

Elective Courses

- NU MIT 398: War (and) Stories

- NU MIT 398: Digital Intimacies in MENA
- NU PHIL 387: Postcolonial Political Theory
- NU MIT 398: Media and Race
- NU HIST: Slavery in the Islamic World
- NU ENG 387: Middle East and African Graphic Novels
- NU HIST 387: Islam and the Shaping of African History
- NU MIT 398: Sports Globalization in Africa
- NU MIT 398: African Youth Media
- NU Hist 242: Medieval Muslim Empires
- NU Rel 242: Sufism
- NU Hist 242: Arab and African Crossroads
- CULP 2270: Intro to Indian Ocean
- GU GOVT 2602: International Organizations
- GU GOVT 2609: Race in International Relations
- GU HIST 1099: Oral History and African Women's History
- GU HIST 1106: Atlantic World
- GU HIST 1109: Islamic World
- GU HIST 2601: History of Modern Egypt
- GU HIST 4208: Topics in African Women's History
- GU HIST 4210: STEM and Power in Africa
- GU HIST 3609: America and the Muslim World
- GU HIST 4809: W.E.B. DuBois Seminar
- GU PHIL 2540: Intro to Africana Philosophy
- GU PHIL 3810: French & Francophone Philosophies
- GU THEO 171: Liberation Theologies in the United States
- GU CULP 226: Narratives of Genocide and Revolution in Post-Colonial Zanzibar
- GU ANTH 284: African Americans in films, ethnography, and personal narratives
- GU INAF 297: Culture and Politics on the Horn of Africa
- GU Hist 317: Topics in African Women's History
- GU ANTH 350: War and Peace in Darfur
- GU INAF 356: Gender Politics in African Cultures
- GU IPOL 2602: International Relations

Artificial Intelligence and Media Minor

Artificial Intelligence and Media Minor Learning Outcomes:

At the completion of AI and Media Minor at NU-Q, students will be able to:

- Conduct scientific data analyses and demonstrate humanistic understanding of the intersection of AI and Media
- Apply AI technologies and data science skills to communication research, media criticism, media analytics, media design/production, and journalism
- Make informed and ethical decisions and critique a wide spectrum of global issues (educational, philosophical, social, cultural, political, economic, environmental, etc.) surrounding the use of AI and data science in the media and creative industries

Artificial Intelligence and Media Minor Requirements:

- Course Requirement: Total of 6 elective courses

- 300-Level Course Requirement: Minimum 3 courses at 300-level
- Grade Requirement: Each of these courses must be passed with a grade of C or higher. No work passed with a grade of P may be used to fulfill a minor requirement.
- Cross-Registration/Transfer Limit: Students may take maximum 2 elective courses outside of NU-Q (upon the final approval of the AI & Media minor committee)
- Senior Portfolio/Capstone Project Requirement: E-portfolio, research article, and presentation upon the completion of 6 courses during the final semester in their senior year before graduation

Courses at NU-Q

- MIT298 Metaverse: AI-VR-Convergence
- MIT298 GenAI & NLP in Media Innovation
- MIT298 Intro to Social Computing
- MIT298 Undergraduate Seminar: Big Data & Media Analytics
- MIT376 AI Tools for Digital Media Design; Game Design; Web Design; Vibe Coding
- MIT382 Sound Design
- MIT393 2D Computer Animation
- MIT393 3D Computer Animation
- MIT398 AI & Machine Learning
- MIT398 Artificial Neural Networks & Deep Learning
- MIT398 AI, Deepfake, & Disinformation
- MIT398 Digital Media Environment
- MIT398 Data Science & Text Analytics
- MIT398 AI & Cyberpolitics
- MIT398 AI in Action: Build and Apply
- INTERDIS 202 Digital Media Ethics
- INTERDIS 208 Introduction to Python & AI
- INTERDIS 311 Datafication and Society
- JOUR 335 Automated Journalism
- JOUR 336 Interactive Storytelling
- JOUR 329 Data Journalism
- STRATCOM 303 Introduction to Strategic Comm
- STRATCOM 311 Applied Research Methods
- STRATCOM 313 Innovation in Strategic Communication
- STRATCOM 314 AI-assisted PR

Film and Design Minor

The Film and Design minor addresses an increasing demand in media and design industries, locally and globally, for professionals who are highly competent in the creative work of crafting impactful visual narratives using traditional and emerging technologies. The minor is a collaboration of Northwestern University Qatar and Virginia Commonwealth University Arts Qatar, the two degree granting institutions, in partnership with the Doha Film Institute. The Film and Design minor will create advanced learning opportunities for students that are not possible without the minor. The minor is open to all majors.

Film and Design Minor requirements:

- 6 elective courses at NUQ or VCUArts Qatar, but at least 1 in either institution.
- Each of these courses must be passed with a grade of C or higher. No work passed with a grade of P may be used to fulfill a minor requirement.
- Portfolio presentation during final year before graduation.

Courses at NU-Q:

- MIT-143 – Acting: Basic Techniques
- MIT-243 – Acting 1: Principles of Characterization
- MIT-260 – Foundations of Screenwriting
- MIT-298 – Production Research
- MIT-312 – History of Film
- MIT-313 – Documentary Film: History and Criticism
- MIT-322 – History of Animation
- MIT-325 – Film, Media & Gender: Gender in Film
- MIT-339 – Advanced Acting
- MIT-351 – National Cinema (All topics)
- MIT-360 – Topics in Media Writing (All topics)
- MIT-372 – Editing
- MIT-376 – Topics in Interactive Media: VR Game Design; AI Tools for Digital Media
- MIT-377 – One Person Documentarian
- MIT-379 – Topics in F/V/A Production: The Director's Vision; Docufiction; Lighting Design; Archival Storytelling; Advanced Documentary Production; Creating the Comedic Web Series; Intro to Digital Cinema; Media Performance Technologies; Narrative Film Producing; Short Film Production; Script to Screen; Producing
- MIT-380 – Lighting and Cinematography
- MIT-382 – Foundations of Sound Design: Sound Production
- MIT-390 – Directing the Camera; Directing Actors
- MIT-392 – Documentary Production
- MIT-393 – 2D Computer Animation
- MIT-395 – 3D Computer Animation
- MIT-398 – Music Documentaries; Women and Documentary
- MIT-399 – Independent Study
- INTERDIS-202 – Intro to Performance Studies
- ENGL-379 – African Cinema
- MIT – 385 – Advanced Sound Production

Courses at VCUArts Qatar:

- Digital Imaging 1
- Film and Design Lab, I (Applied Internship)
- Film and Design Lab II (Analytical Tools of Film & Design)
- Film and Design Studio, I (Exploring Design through the Lens)
- Film and Design Studio II (Immersive Narratives)
- Mise-en-Scène
- Sonic Jeel, Sound Design
- Fashion Workshop: Costume Design for Film and Theater
- History of Hollywood Cinema
- Introduction to World Cinema
- Contemporary practice: portrait and self-portrait

- Sound Explorations
- Studies in Film: Bollywood and Beyond
- Special Topics: Speculative Design and the Cinematic Narrative
- Costume Design for Film

Media and Politics Minor

Media and Politics Minor requirements:

- Four NUQ courses in Media studies, politics, or related courses. At least one at an advanced level.
- Two GUQ courses in Media studies, politics, or related courses. At least one at an advanced level.
- Each of these courses must be passed with a grade of C or higher.
- E-portfolio, reflective essay, and video presentation

Courses previously accepted at NU-Q

- ENGL 379 African Cinema
- ENGL 411 Literature in the Digital Age
- INT 202 Interdisciplinary Topics: Digital Media Ethics
- INT 307 Politicizing the Passions
- INT 309 Identity Narrative and Diplomacy
- JOUR 390 Special Topics: Media and Religion
- JOUR 390 Special Topics: Islam, America, and the Media
- JOUR 390 Special Topics Sports, Media and Society
- MIT 212 Exploring Global Media
- MIT 230 Understanding Media Contexts
- MIT 298 Undergraduate Seminar:
    - New Media and Social Change
    - Revolutionary Cinema
    - Big Data & Media Analytics
- MIT 312 History of Film
- MIT 313 Documentary Film History and Criticism
- MIT 322 Radio/Television/Film Genre: Global Music Video
- MIT 325 Film, Media and Gender/Gender and Films
- MIT 351 National Cinema:
    - Iran
    - Middle East and North Africa
    - Palestine
- MIT 352 Alternative Media in the Middle East
- MIT 388 Internet and Society
- MIT 389 Global Culture and Communication
- MIT 398 Undergraduate Seminar:
    - Arab Television Industries
    - Communication and Sport
    - Crisis Communication
    - Issues in World Cinema
    - Media in Africa
    - Politics in the Digital World

- Women and Documentary
- Sports Globalization in Africa
- Digital Authoritarianism
- Digital Diplomacy
- Feminist Media Historiography
- Sports and Entertainment Law
- War (and) Stories
- African Youth Media
- Media and Race
- Social Media, Power and Emotion
- AI and Cyberpolitics
- AI Deepfake and Disinformation
- Shame and Media
- Media and Public Diplomacy
- Media Politics & IP Law
- Global Turkish TV Drama
- Geopolitics and Islamophobia

- POLI SCI 242 Topics in Political Science:
  - Islamism and Politics in the Middle East
  - American Government and Politics
  - Politics and Pop Culture in MENA
- POLI SCI 387 Advanced Topics in Political Science:
  - Inequality in America
  - Politics of the Arab Uprisings
- POLI SCI 390 Undergraduate Seminar:
  - Media and Politics in the Arab World
- SOCIOL 387 Advanced Topics in Sociology:
  - Refugees in/from Arab World

Courses previously accepted at GU-Q

- Please refer to the semester-based list shared by the Minor Chair on Canvas

Middle East Studies Minor

The Middle East Studies Minor requirements:

- At least 2 core courses and 4 elective courses
- At least half the courses must be taken at 300 level.
- Students may take no more than 2 elective courses outside of NU-Q
- Middle East language courses can count for **only one** qualifying elective course, this includes (i) content courses offered in any Middle East language or (ii) language courses like beginners Arabic (or any other Middle Eastern language).
- Each of these courses must be passed with a grade of C or higher.
- Senior Portfolio

Core Courses

Core courses are those that offer a broad introduction to the Middle East and familiarize students with key academic themes involved in the study of Middle East societies. Core courses should be taken at NU-Q.

- ENGLISH 242-0 Topics in Literature: Modern Middle Eastern Lit
- ENGLISH 242-0 Topics in Literature: Literature and Place
- ANTHRO 242: Introduction to Middle East Anthropology
- ANTHRO 242: Anthro Special Topics: Introduction to Middle East Anthropology
- HIST 242: Topics in History: History of the Modern Middle East
- INTERDISC 301: The Doha Seminar
- POLSCI 242: Topics in Political Science: Introduction to Middle East Politics
- POLSCI 390/MIT 398: Media and Politics in the Arab World
- POLSCI 242/309/387: Islamism and Politics in the Middle East
- POLSCI 387: Advanced Topics in Political Science: Contemporary Arab Thought; Politics of the Arab Uprisings
- ANTHRO 379: Advanced Topics in Anthro: Anthropology of Palestine
- INTERDIS 308-0 Gulf Futures
- INTERDIS 205-0 Women identity in the Gulf
- Digital intimacies in MENA
- POLSCI 242: Topics in Political Science, Gulf Society and Politics
- POLSCI 242: Topics in Political Science, Palestine and the Arab Israeli Conflict
- POLSCI 242: Topics in Political Science, Politics and Pop culture in MENA

Electives

Elective courses are those that have 50 percent or more of course content related to the Middle East. Courses that are not listed below, whether taken at another university or newly created courses at NU-Q, are subject to the ME Studies Committee approval.

- REL 387: Advanced Topics in Religion: Modern Reform Movements in the Muslim World
- ENGL 242: Topics in Literature: Gender in Arab Pop Fiction
- ENGL 379: Special Topics: Graphic Novels of the Middle East and Africa
- HIST 242: Topics in History: Medieval Muslim Empires
- HIST 387: History Adv Special Topics: Islam Shaping African History; Slavery in the Islamic World
- INTERDIS 310-0 Music and Islam
- JOUR 390/MIT 398: The Media and Journalism in Today's Middle East
- JOUR 390/MIT 398/ REL 387: Media and Religion
- JOUR 390: Conflict Reporting literacy
- MIT 351: Cinemas of the Middle East and North Africa ; Modern Arab Cinema: Arab Spring to the Present ; Arab Women Filmmakers
- MIT 352: Alternative Media in the Middle East
- MIT 353: Arab Television Industries
- MIT 398-0 Undergraduate Seminar: Intercultural and International Communication; Gulf Politics and Public opinion ; Comm Law & Religion in the ME; Global Turkish TV Drama; Geopolitics and Islamophobia
- MIT 398-0 Undergraduate Seminar: The Digital Middle East
- POLSCI 387-0 Advanced Topics in Poli Science: Public Opinion in the Middle East
- REL 242: Sufism
- RELIGION 242-0: Topics in Religion Studies, Islamic Intellectual History
- SOCIOL 242-0 Topics in Sociology: Race and Racism

Strategic Communication Minor

Strategic Communication Minor requirements:

- Four core courses at 300 level and above
- Two elective courses at 300 level and above
- Each of these courses must be passed with a grade of C or higher.
- All courses in the strategic communication minor (required and electives) must be completed at NUQ.

Core Courses

- STRATCOM 303-0 Introduction to Strategic Communication
- STRATCOM 305-0 Corporate Storytelling
- STRATCOM 310-0 Media and Audience Insights
- STRATCOM 320-0 Capstone Project. Strategic Communication Campaigns

Elective Courses

Students will choose two electives from the following list of approved courses:

- STRATCOM 306-0 Media Planning
- STRATCOM 307-0 Digital, Social and Mobile Marketing
- STRATCOM 308-0 Strategic Crisis Communication
- STRATCOM 311-0 Applied Research Methods
- STRATCOM 312-0 Case Studies in Strategic Communication
- STRATCOM 313-0 Innovation in Strategic Communication
- STRATCOM 314 -0 AI-Assisted PR
- JOUR 390-0 Special Topics: Global Perspectives in Strategic Communication
- JOUR 336 Interactive and Visual Storytelling
- JOUR 324-0 Video Journalism-Video Producing Broadcast/Web
- MIT 372-0 Editing
- MIT 379 Topics in Film/Video/Audio production
- MIT 392 documentary production

Administration, Full-Time Faculty and Staff 2026-2027

Northwestern University Officials
Mung Chiang, PhD, President
Erik Luijten, PhD, Provost

Qatar Campus Officials
Marwan M. Kraidy, PhD, Dean and Chief Executive Officer
S. Venus Jin, PhD, Associate Dean for Education, Director of Artificial Intelligence and Media Lab
James Shaw, Associate Dean for Administration and Chief Operations Officer
Zachary Wright, PhD, Associate Dean for Faculty Affairs
Nisar Keshvani, Assistant Dean of Communications and Public Affairs
Alexander Schultes, EdD, Assistant Dean for the Student Affairs
Rami Al-Badry, Director of Production and Digital Media Services
Safna Ansaruddin, Director of Student Records
Hannah Balogun, Director of Human Resources
Clovis Bergere, Director, Institute for Advanced Study
Ray Corcoran, Director of Facilities
Alfredo Cramerotti, Director, Media Majlis Museum
David Donaghue, Director of Business and Finance
Miriam Khalil, Director for Academic Advising and Student Success
Victoria Ng'eno, Interim Manager of the Library
Michael McDonough, Director of Health, Safety, Security and Environment
Robert Vance, Director of Information Technology
Sara Viloria Canosa, Director of Admissions

Communication Faculty
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Banu Akdenizli, PhD, Associate Professor in Residence
Dana Atrach, MFA, Assistant Professor in Residence
Greg Burris, PhD, Associate Professor in Residence
Yasemin Celikkol PhD, Assistant Professor in Residence
Heather Jaber, PhD, Assistant Professor in Residence
S. Venus Jin, PhD, Professor in Residence
Marc Owen Jones, PhD, Associate Professor in Residence
Mona Hedayati, PhD, Assistant Professor in Residence (Starts January 2027)
Sarah Kaskas, MFA, Assistant Professor in Residence
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Rajiv Mishra, PhD, Assistant Professor in Residence
Shehram Mokhtar PhD, Assistant Professor in Residence
Chafic Najem PhD, Assistant Professor in Residence
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Spencer Striker, PhD, Professor in Residence
Leila Tayeb, PhD, Assistant Professor in Residence
Marco Williams, MFA, Professor in Residence
Wajdi Zaghouani, PhD, Associate Professor in Residence
Vanessa Lina, Program Coordinator, Communication Program

Journalism and Strategic Communication Faculty

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George Anghelcev, PhD, Professor in Residence
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Virginia Naag, Program Coordinator, Liberal Arts Program
Demet Yiğitbilek, PhD Lecturer in Residence

Executive Education

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Amadou Jallow, Program Coordinator, Executive and Graduate Education

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Mano De Rosairo, Coordinator
Safae Daoudi, Administrative Assistant

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Hanan Hindi, Academic Adviser
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Mohiuddin Choudhury Manager, Procure-to-pay
Fatima Issawi, Business and Risk Analyst
Abir Maarouf, Accounts Payables Supervisor
Lorna Comia, Accountant
Lady Lee Luneta, Accountant
Elvira Nicholas, Financial Coordinator
Devashish Regmi, Program Coordinator

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Mary Contrata, Facilities Services Support
Fransil Mayor, Logistics Support

Camelia Moisuc, Administrative Assistant
Dragos Onciul, Facilities and Housing Manager
Jesly Quimbo, Facilities Workshop Technician
Genus Salas, Facilities Services Supervisor
Rommel Solicar, Facilities Supervisor
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Kim Theodore, Associate Director of Human Resources
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Fahad Islam, Systems Administrator
Nadeem Lughmani, Senior Network Engineer
Toni Mani, AV Systems Engineer
Tames McTigue, Network Engineer & Computing Security Analyst
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Larissa Buchholz, Global Fellow
Geraldo Adriano Godoy de Campos, Global Fellow (January 2027)
Ozge Baykan Calafato, Global Fellow (January 2027)

Library

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Maurice Hines, Instructional Librarian
Victoria Ng'eno, Public Services Librarian and Interim Manager of the Library
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Ryza Odencio-Tenorio, Library Assistant
Eden Wagari, Library Assistant

Production & Digital Media Services

Rami Al-Badry, Director of Production and Digital Media Services
Chito Almacen, Broadcast and Production Technical Support Specialist
Amir Hussin, Senior Broadcast Engineer
Shinoj K. Leela, Senior Broadcast Engineer
Terry-Lyn Perez, Broadcast and Production Technical Support Specialist
Patrick Tingson, Senior Broadcast and Production Technical Support Specialist
Ihsan Yahya, Assistant Director of Production and Digital Media Services
Kevin Williams, Broadcast and Production Technical Support Specialist
Haidar Helmi, Broadcast and Production Technical Support Specialist
Aya Al Rifai, Program Coordinator
Shrinidhi Aarudra, Broadcast Engineer

Qatar Support Office

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Abdelrahman Abouzid, Program Administrator, Qatar Support Office
Louie Lainez, Program Coordinator, Qatar Support Office

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Assel Adilova, Associate Research Administrator

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Jumana Al-Abdi, Therapist
Ahmed Alony, Career Services Manager
Rawan Alahmad, Student Engagement Coordinator
Morgan Hopson, Student Affairs Coordinator
Delora Sequeira, Student Affairs Coordinator

Media Majlis Museum

Alfredo Cramerotti, Director, Media Majlis Museum
Jack Thomas Taylor, Curator of Art, Media & Technology
Safa Arshad, Manager of Audience and Community Outreach
Syed Mehdi, Manager of Technology & Operations
Maha Nasr, Front of House Audiences Coordinator
Shahnawaz Zali, Manager of Integrated Marketing & Digital Content
Nawaf Tamim Curator of Collections Management
Farouk Essalhi, Digital Multimedia Specialist
Amal Ali, Assistant Curator
Natalie Baalbaki, Museum Administrative Coordinator

The Writing Center

Kelly Wilson, Manager of Undergraduate Writing Center