



2024-2025

Undergraduate Catalog

Northwestern | QATAR

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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, including the delivery of baccalaureate programs authorized by the University's School of Communication and the Medill School of Journalism. Also described are courses in the Liberal Arts offered at NU-Q, including those developed by the University's Judd A. and Marjorie Weinberg College of Arts and Sciences in Evanston.

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 does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship or veteran status in matters of admissions, employment, housing or services, or in the educational programs or activities it operates. Any alleged violations of this policy or questions regarding the law with respect to nondiscrimination should be directed to Director of Equal Employment Opportunity and Access, 1800 Sherman Avenue, Suite 4500, Evanston, Illinois 60208, phone 847-491-7458; or to Human Resources for Northwestern University in Qatar, phone 974-4454- 5121.

Harassment, whether verbal, physical or visual, that is based on any of these characteristics is a form of discrimination. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's academic or work performance, or creating what a reasonable person would sense is an intimidating, hostile or offensive environment.

While Northwestern University is committed to the principles of free inquiry and free expression, discrimination and harassment identified in this policy are neither legally protected expression nor the proper exercise of academic freedom.

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 are able to 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 a 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 scholastically and creatively talented student body that reflects a broad spectrum of talents, backgrounds, and experiences. Together, they contribute to a diverse and intellectually enriching campus community.

Candidates for admission should demonstrate a high level of performance in curricular and extracurricular areas that indicates they will be able to succeed in a competitive academic environment. 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 indicators of character and personality. NU- Q seeks students who are committed to a broad-based education in the fields of communication, journalism, and the liberal arts. The following documents are required for admission consideration:

- The Common Application
- Secondary school record
- University record (required for transfer candidates)
- Recommendations from school officials and other person(s) who have information pertinent to the candidate's scholastic achievements.
- SAT or ACT (Northwestern will adopt a test-optional policy for first-year applicants in the 2023-24 admission cycle)
- First-year applicants may submit a score if they wish but scores are not required.
- English Proficiency Tests - Students from countries in which English is not primary language must submit results from a Duolingo English Test, IELTS/IELTS Indicator, or TOEFL/TOEFL iBT Special Home Edition (TOEFL ITP Plus for China Solution is not accepted)

Required Subjects

A broad academic experience in secondary 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, Undergraduate Admission notes the subjects studied, the rigor of course work taken, and the grades received. The student's record may 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

The 16 units are 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.

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 Northwestern Qatar under Early Action are not required to withdraw all other university applications.

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

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

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 at NU-Q. All candidates should have their records through the sixth semester sent to Northwestern as early in the senior year as possible.
- Submit applicable standardized tests or English proficiency tests as described earlier.

Transfer Candidates

If students have been enrolled as non-degree seeking, part or full-time at any post-secondary institution, they cannot be considered for first-year admission and must meet the criteria to apply as transfer candidates. Transfers from another college or university generally have completed one full year of university studies by the application deadline, are in good standing at their postsecondary institution and have maintained at least a B average in rigorous academic courses. Transfer students must complete at least the last 16 semester units worth of courses and four full-time semesters in residence at NU-Q to be eligible for a bachelor's degree. Given the sequential nature of the NU-Q curricula in communication and journalism, it is likely that most transfer students would require more than four semesters to earn a degree at NU-Q.

Transfer Admission Procedure

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

- Complete the Common Application online at www.commonapp.org by February 1, as per the transfer submission deadline.
- Arrange with the officials of the high school to forward the complete high school report to the Undergraduate Admission.
- Submit applicable standardized tests or English proficiency tests as described earlier.
- Arrange with the registrar of each college previously attended to forward transcripts of record to the Undergraduate Admission.

Evaluation of Credits

An official evaluation of credits earned will be made by Student Records when an admitted student matriculates. Contact student_records@qatar.northwestern.edu for more information.

Admission Withdrawal

In cases where an admitted student's academic performance falters seriously, as indicated by a final transcript, an offer of admission may be withdrawn. Northwestern also reserves the right to rescind an admission offer if we receive information that, in our judgement, reflects negatively on a student's character or fitness for study and/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

Students may not be given an academic transcript until all financial obligations are paid in full. 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 is refunded.
- After 25 percent but not more than 50 percent of the semester has elapsed, 50 percent of the tuition is refunded.
- After 50 percent of the semester has elapsed, no refunds are given.
- Financial aid recipients who withdraw from NU-Q may be required to return a portion of their aid. QF financial aid recipients must receive a clearance from the QF Student Financial Services office before withdrawal checklists can be signed. Details may be obtained from the NU-Q Student Finance.

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, 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 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@gatar.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 term, 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.

Exceeding Units

Students may not enroll in more than four courses per semester, except by permission of the academic adviser. This regulation applies to total credit for courses taken in cross-registered courses at other Education City institutions, in addition to credit obtained in residence at NU-Q. Students who take more than 5.5 units of credit will incur additional charges. Students in their last year who do not need 3 units of credit for a semester may take fewer than 3. Students taking less than a full-time load should verify any financial aid or sponsorship implications. To be eligible to exceed units, students must have a minimum cumulative CGPA and previous term GPA of 3.0 and, must not be on academic probation or academic warning. Students initiate the process by completing the Petition to Exceed Units form and submitting it to their academic advisor by the second day of the semester. If approved, Student Records processes the form if seats are available. If the petition is not approved, the student is informed. Enrolling in the course depends on seat availability.

Registration and Credit

The dates of registration for each semester are announced in advance. Late registration is permitted only through the fifth full day of 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 fifth day of 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 fifth 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 class schedule for specific course information.
- To drop a course, students must log on to CAESAR and drop the course from the record through the first Thursday of the semester. 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. Credit is awarded only for those courses taken at a college with regularly enrolled college 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 and request for an evaluation report to be sent to Student Records for granting possible credits.

New students should meet with their academic advisers upon arriving at NU-Q during orientation week to confirm placement based on their 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 and tests 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 credit request process within the first two semesters 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 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 or S. 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.

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 spring of their first year. 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

A leave of absence is defined as a temporary separation from the University. Students who need to interrupt their progress towards degree may petition to withdraw for a leave of absence.

A leave of absence can be voluntary or involuntary. Voluntary leaves may be taken for personal, medical, financial, familial, or other reasons. Involuntary leaves may occur due to sanctions based on violations of the student conduct code, academic integrity policy, or because of failure to meet degree requirements for good academic standing.

Any student planning to take voluntary leave of absence should speak with their Academic Advisor as soon as possible. Students should also consult with Student Finance and Student Experience to discuss the leave of absence implications.

Any student who does not actively initiate the leave of absence process will be administratively placed on a leave of absence. If they are not registered by the end of the drop/add period of a regular semester during which they are expected to return for courses (Fall/Spring semester)

A student on a leave of absence has limited access to university facilities normally available to enrolled students including:

- NetID: The NetID is deactivated after a period following the start of the leave of absence, following the NUIT NetID Expiration schedule found at: <https://services.northwestern.edu/TDClient/30/Portal/KB/ArticleDet?ID=1890>
- Library: The Northwestern University in Qatar library offers access for Qatar residents and provides walk-in access to limited resources; for more information and policies, visit the NU-Q library.
- Health Insurance: Students who are on an approved leave of absence are permitted to remain enrolled for the year in which they start on a leave and may elect to re-enroll for one subsequent year. Students may apply for coverage in the fall semester through the Student Experience Office. Students who elect to re-enroll for a subsequent year may not be eligible for the health insurance subsidy.
- University Housing: On-campus accommodation is limited to enrolled students. Students planning to take a leave of absence who reside in University Housing must contact the Student Experience Office as soon as possible to make arrangements.

- Academic Advisor: Students may request to meet with their academic advisor to discuss future degree plans.
- Other specific limitations to university access will be specified in cases of dismissal or suspension. Students who are dismissed or suspended should refer to their notification letters for specific terms of the separation, in addition to those described in this leave of absence policy.

Paths for Initiation of Leave of Absence

- Student-initiated, voluntary Leave of Absence
 - Students seeking a voluntary leave of absence should complete the Leave of Absence Petition. The Leave of Absence Petition will be reviewed, and a determination made by the Assistant Dean for the Student Experience (or their designee).
 - Students can apply for a leave of absence at any time. Students who wish to withdraw after registering for classes in any semester must complete the Leave of Absence Petition. The withdrawal takes effect the day the completed form is received at Student Records with the required approvals.
 - Students who have taken the final exam may not withdraw and must take the grade(s) they earned.
 - Tuition deposits are not refundable under any circumstances. However, depending on the date of your official withdrawal during a given term, tuition (less the deposit) and refundable fees may be refunded.
 - If the request for a leave of absence is denied, the student may appeal to the Associate Dean for Education (or their designee) within (3) business days. The Associate Dean for Education (or their designee) shall review the record and any additional information submitted by the student and render a decision within ten (10) business days of receiving the appeal. The decision by the Associate Dean for Education (or their designee) shall be final. Associate Dean for Education (or their designee) may extend the time limit for their decision as necessary.
- Involuntary Leave of Absence (Suspension/Dismissal/Expulsion).
Administrative Leave of Absence, if they are not registered by the end of the drop/add period of a regular semester during which they are expected to return for courses (Fall/Spring semester) This also applies to medical or personal leaves during which students do not inform the institution of such leave.

Leave of Absence Considerations

Registering for Classes

While on a leave of absence, whether voluntary or involuntary, a student may not register for classes at Northwestern University in Qatar nor make academic progress until the student has been reinstated and any holds have been removed. Students on leave of absence will have a registration hold in CAESAR until the Application for Former Students to Re-Enter (FRET) is approved and any pending charges on the financial record are paid. Students on leave who elect to register for courses at other institutions may not seek the evaluation or transfer of those credits.

Notification of Enrollment Status to a Third Party

Changes to student enrollment status may be communicated to sponsors and/or other relevant parties, in accordance with student consent and financial aid policies.

Considerations for International Students

International students may have specific requirements and expectations in relation to their visa and residency status. For information regarding this, students should contact Student Experience.

Financial Considerations

A leave of absence will have financial implications. For questions about financial aid, tuition, or other charges and fees, students should contact Student Finance.

Campus Activities, Involvement, and Resources

During a leave of absence, a student is not permitted to enroll in or audit Northwestern University courses, participate in activities, partake in other student organization activities, receive counselling and wellness services, or make academic progress until the student has been reinstated any holds have been removed.

Returning from a Leave of Absence

Students who have been on a leave of absence (not registered in courses) for one or more semester(s) must file an Application for Former Student to Re-Enter (FRET) to re-enter. Regularly enrolled students are not required to file the application if they have completed spring semester classes and intend to return in the fall.

Re-enrollment at Northwestern University in Qatar will require approval of the FRET form at least 6 weeks before the start of classes in the semester in which the student wishes to resume studies. This form is required whether the student is returning from a leave of absence for voluntary, involuntary, or administrative leaves. Once the form is approved, the student may begin the process for returning, including registering for classes, requesting a Qatar visa, if needed, securing housing, and working with Student Finance to pay tuition.

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 term.

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 allowed. 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 of the requirements is made by the appropriate administrative officers of the school in which the student is registered.

Application for a Degree Petition to Graduate

Students must file a degree petition with their Academic Adviser one calendar year before

anticipated graduation.

Early Graduation

Students who desire to graduate early must notify their Academic Adviser in writing at least two semesters before the proposed date of graduation.

Graduation Ceremony Participation Policy

Students who expect to complete their degree requirements in the current academic year are eligible to participate in the Northwestern University in Qatar spring graduation ceremony. This includes those who are registered for summer courses that will fulfill all of their remaining degree requirements. All expected graduates must meet with Academic Advising to confirm their eligibility and complete all documentation, including the graduation petition, by published deadlines.

Those students who are expected to fulfill all of their remaining degree requirements in the fall of the following academic year are not eligible to participate in the spring graduation ceremony. They will be part of the spring graduation ceremony of the following academic year. For example, a student in the Class of 2018 who will not fulfill his/her degree requirements until fall 2018 will participate in the spring 2019 graduation ceremony, if the student chooses.

Academic Advising and Student Success

Academic advising is an essential component of an undergraduate education. All students are assigned a primary academic adviser housed in the office of Academic Advising and Student Success. 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 issues, including course planning, degree requirements, registration, study abroad, inter-school transfers, minor selection, and petitions to graduate.

Students are expected to utilize the services offered by the Office of Academic Advising and Student Success. 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 Advising office.

Accessible NU-Q

Northwestern University and Accessible NUQ are committed to providing a supportive and challenging environment for all undergraduate students with disabilities who attend the University.

Accessible NUQ works to provide students with disabilities a learning and community environment that affords them full participation, equal access, and reasonable accommodation. The majority of accommodations, services, and auxiliary aids provided to eligible students are coordinated by Accessible NUQ.

Eligibility Requirements

ANU-Q requires disability-related documents from an appropriate licensed professional to

certify a student as having a disability. For questions regarding eligibility, students are welcome to schedule an appointment with ANU-Q.

To be considered registered with Accessible NU-Q and be eligible for accommodations, all three of the following steps must be completed:

1. Complete AccessibleNUQ's **online application**.
2. Review our disability documentation guidelines and submit appropriate documentation to AccessibleNUQ.
3. Meet with an AccessibleNUQ staff member for an intake appointment and to sign an accommodation agreement.

Accommodation is only provided a semester at a time and are not retroactive.

For further information on ANU-Q, visit the <https://my.qatar.northwestern.edu/academic-resources/academic-advising/accessiblenu-q/index.html> or email accessible@qatar.northwestern.edu

The University's Use of Email

Email is the University's mechanism for official communication with students, and Northwestern has the right to expect that students will read official email in a timely fashion. All students are assigned a u.northwestern.edu address that is maintained in the University email directory.

Northwestern provides a convenient mechanism for students who want to forward email from the University address to another email address of their choice, but students assume the risk of forwarding email. Failure to receive or read University communication that was sent to the u.northwestern.edu address does not absolve a student from knowing and complying with the content of the communication. Faculty may use email for communicating with students registered in their classes so that all students will be able to comply with course requirements.

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:

- Full-time: enrolled in at least 3 units including cross-registration courses or the equivalent.
- Half-time: enrolled in at least 2 but fewer than 3 units including cross-registration courses or equivalent.
- Part-time: enrolled in fewer than 2 units including cross-registration courses or the equivalent (also referred to as less than half-time)

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 school each semester.

Academic calendars, which include relevant registration related dates for each term, may be found at: <https://my.qatar.northwestern.edu/academic-resources/academic-calendar.html>

Information regarding course registration may be found at:
<https://my.qatar.northwestern.edu/academic-resources/courses/index.html>

- **Regular Registration** – students can register for their courses using CAESAR self-service access at their assigned appointment times.
- **Open Registration** – begins at the end of the Regular Registration period and continues through the first week of classes.
- **Drop/Add** – the period in which students may make adjustments to their schedules using their Caesar self-service. Takes place from the open registration period through the first week of classes as published on the academic calendar. All students must be fully registered prior to the Drop/Add period. During the Drop/Add period, students may attend a potential class, but room capacities must be observed. Drop/Add period closes at 3:00 P.M. on the last day to make enrollment changes via CAESAR self-service.

MIT Technical/Practical Course Registration

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

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 (2) elective courses as P/NC in their academic career here at NU-Q/NU-E.

Registration Policies

- Students are responsible for registering in courses using their Caesar self-service, and by the published deadlines.
- 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 assigned academic advisor.
- Students may not register simultaneously in semester courses and quarter courses.
- Instructors cannot promise a seat or approve enrollment over the course cap for any student.

Learning About Courses

Descriptions of courses offered each term may be found at:

<https://my.qatar.northwestern.edu/academic-resources/courses/courses-offered/index.html>.

Lists of courses offered may be found at:

<https://class-descriptions.northwestern.edu> by selecting "**Northwestern in Qatar**" from the list.

Students should review the list of courses before consulting with their Academic Advisers regarding course registration each term.

Course Fair

Each semester NU-Q holds a Course Fair prior to the start of the registration process for the following term. The Course Fair provides students with a robust opportunity to meet new faculty and to consult with both new and returning faculty regarding the courses they are offering.

Consulting Academic Advisers

Each student is expected to actively manage their own course registration with the support of academic advising. Students are expected to meet with academic advisers 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:

academicadvising@qatar.northwestern.edu

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 published as they become available. These seats are available on a first-come first-served basis.
- Instructors cannot promise a seat or approve enrollment over the course cap for any student.

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 college 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, with the 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.

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 INTERDIS 201-0 Media and Society, JOUR 202-0 Journalism in the Digital World, MIT 190-0 Media Construction and MIT 220-0 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 course instructor 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 instructor.

Final Examinations

Final examinations are held during the last week of each semester as noted on the NU-Q Academic Calendar. Summer term 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 term. 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 reach out to the Assistant Dean for Academic Affairs at academicaffairs@qatar.northwestern.edu to discuss alternative exam timings.

The final examination time for some courses may differ from the regularly assigned exam schedule. Instructors 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 instructor.

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 term was complete. The assignment of Y grades is governed by the policy below.

Northwestern undergraduate students may request 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 be 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 completed, signed, and submitted 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 instructor 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 instructor prior to the last regular class meeting of the semester.

For “X” grade, an Incomplete Grade Form must be completed and submitted 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 instructor on or before the current semester grades due date. No student signature is required.

Resolving Incomplete Coursework

The student must complete the course and the grade must be changed no later than the end of the following like term (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: Instructors 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 term) 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

Grade Reports

Semester grades can be accessed through CAESAR (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 who have satisfied all financial obligations to the University and have no transcript hold 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 SR 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 mailed as stated on the request. Except for internal educational uses or as otherwise required by law, Northwestern issues official transcripts only upon written authorization of 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 authorization has been secured from the student. When these requests can be anticipated, students can avoid delay by providing such authorization 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 SR FAQs at

<https://my.qatar.northwestern.edu/academic-resources/records/faq.html>

Northwestern University does not release or certify copies of transcripts received from other schools or institutions. Students needing official transcripts from study abroad experiences must request such transcripts from the institution or program attended.

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 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-integrity/index.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.

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 Faculty Academic Integrity Committee will determine relevant sanctions.

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

1. Reduced or failing grade
2. A letter of reprimand and warning
3. A defined period of probation

4. A defined period of suspension
5. Ineligibility for certain awards, honors, and special programs
6. Revocation of an awarded degree
7. Expulsion from the University (noted on an official transcript)
8. 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.

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.

Optional Syllabus Statement for Instructors

Any form of cheating, including improper use of content generated by artificial intelligence, constitutes a violation of Northwestern's academic integrity policy. Turnitin, which is already in use at Northwestern, is expanding their system to include artificial intelligence detection.

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 Office of the Associate Dean for Education. 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 Associate Dean for Education it may not be withdrawn without the Associate Dean for Education approval, nor may the referring individual resolve the case without the approval of the Associate Dean for Education.

- B. The Associate Dean for Education shall send the materials to the Faculty Academic Integrity Committee for review of the facts of the alleged incident, including statements of the reporting individual, the instructor(s), and any supporting material. If, after the review, the 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 Faculty Academic Integrity 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 Faculty Academic Integrity Committee, to review relevant materials or evidence in the Academic Affairs Office, 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 Academic Affairs Office 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 Faculty Academic Integrity Committee may make their determination on the basis of the evidence before them at that time. The Associate Dean for Education 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 Faculty Academic Integrity Committee, but such verbal notification should be followed by a letter.

II. MEETING WITH THE FACULTY ACADEMIC INTEGRITY COMMITTEE

- F. The Faculty Academic Integrity Committee has the authority to determine, based on a preponderance of the evidence available to the Faculty Academic Integrity Committee, whether a violation of academic integrity has occurred.
- G. In meeting with the student, the Faculty Academic Integrity 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 Faculty Academic Integrity Committee defer making a determination until after a subsequent meeting between the student and the

Faculty Academic Integrity 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, Faculty Academic Integrity Committee shall inform the student by letter of the committee's 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 Faculty Academic Integrity Committee include but are not limited to: a letter of 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 COMMITTEE ON ACADEMIC APPEALS

- K. The Faculty Academic Integrity Committee's decision and/or sanction may be appealed to the Committee on Academic Appeals 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 the Committee on Academic Appeals.
- L. If the student so requests, they will be granted an opportunity to appear in person to present their case to the Committee on Academic Appeals and to hear and respond to any testimony provided by the Faculty Academic Integrity Committee or witnesses appearing before the Committee on Academic Appeals. Likewise, the Faculty Academic Integrity Committee may be present to hear and respond to testimony of the accused student or any witnesses appearing before the Committee on Academic Appeals. If the student wishes to present witnesses before the Committee on Academic Appeals, the student must inform the Committee on Academic Appeals 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 Committee on Academic Appeals has sole discretion to determine what witnesses other than the accused

student and the Faculty Academic Integrity Committee will hear, if any. The Committee on Academic Appeals shall review the appeal as soon as practical after it has been filed.

- M. Following its review, the Committee on Academic Appeals may sustain or reverse the finding of academic dishonesty, if that portion of Faculty Academic Integrity 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. The Committee on Academic Appeals shall inform the student by letter of its decision.

V. APPEAL TO THE ASSOCIATE DEAN FOR EDUCATION

- N. The student may appeal to the Committee on Academic Appeals' 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 the 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 Faculty Academic Integrity Committee including up to and including suspension.
- P. Similarly, the Associate Dean for Education 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 the Northwestern University in Qatar has been found to have committed an act of academic dishonesty in a course offered by another school, the Associate Dean for Education will notify the student in writing of the formal referral of the matter to the 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 Associate Dean for Education, 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 Associate Dean for Education may grant in his/her sole discretion, the Associate Dean for Education will make a decision on sanctions based on the available information.

- R. The Associate Dean for Education 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 Committee on Academic Appeals.

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 Faculty Academic Affairs Committee, as modified by the Committee on Academic Appeals or 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 Committee on Academic Appeals 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 Faculty Academic Affairs Committee, and, if necessary, current registrations may be canceled.
- V. All materials relating to an allegation of academic dishonesty will be kept in the Office of Academic Affairs 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.

Academic Integrity Resources

Academic Affairs Office

For questions about the appeals process, requests to review case information, or submission of appeals at Northwestern University in Qatar.

academicaffairs@qatar.northwestern.edu

Office of Academic Advising and Student Success

For questions or support related to academic coursework, student success, or workshops related to academic integrity, please refer to the Office of Academic Advising and Student Success at Northwestern University in Qatar.

academicadvising@qatar.northwestern.edu

For students with disabilities, please contact Accessible NU-Q (ANU-Q). ANU-Q aims to identify educational barriers, problem solve to create equitable learning environments, communicate referral options for disability evaluation and academic assistance, and establish best practices for

disability inclusion.

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.

<https://www.qatar.northwestern.edu/academics/writing-center/index.html>

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

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 term 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, 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 term GPA is below 2.0 for one term. 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 terms, they will be placed on academic probation for the following term.
- Students who have received final grades below C in 2 or more courses in any term including students in their first term of residence.
- Students who receive more than one grade of 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 term 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 term of each academic year. The student receives notification that the work of the previous academic term 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 semester GPA 3.700.

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 term 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.

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 the Office of Student Records 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 may not be 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.

Study Abroad

Some students choose to participate in non-affiliated study abroad programs. Students may only do so during the summer term. Before enrolling in any summer program, it is the student's responsibility to determine implications for financial support, time to graduation, and the applicability of courses for transfer and/or fulfillment of NU-Q degree requirements. Students must consult with Academic Advising if they are considering study abroad programs. Students must submit a study abroad application by the published deadline. Applications submitted after the deadline will not be reviewed.

All courses, content and modality must be pre-approved by the adviser and the Assistant Dean for Academic Affairs before a student attends any study abroad programs. Only summer programs or courses that are pre-approved at accredited institutions are eligible for credit transfer to Northwestern.

A national accrediting body must accredit the transfer institution; consult at:

<https://www.northwestern.edu/abroad/student-experiences/program-evaluations/index.html>

to confirm that it is accredited. Only courses with a grade of C or better will be accepted for transfer. Here is the link for information about transfer credit process:

<https://my.qatar.northwestern.edu/academic-resources/records/faq.html>.

Final evaluation of courses depends on agency evaluation for non-US institutions.

Students participating in an unaffiliated program cannot be simultaneously enrolled at NU-Q. An official transcript of the work must be on file in Student Records before the end of the next semester in residence at Northwestern, or credit for such work is not allowed. Asynchronous and self-paced courses are not eligible for transfer.

Field Study and Internships

Internships and research opportunities are available to NU-Q students. The programs vary greatly; some carry academic credit and/or a stipend. Some are done in conjunction with course work, while others require full-time commitment and may involve living away from Qatar. Field study and internship opportunities are available during both the regular academic year and summer. NU-Q students may take on a full-time internship only under certain conditions, however, so interested students should consult with Academic Advising early in their NU-Q careers.

Special Courses

Independent Study (399)

Both the communication and the journalism programs offer independent studies for qualified students. An independent study course enables a student to engage in individual special study or research and creative work. The maximum credit a student may receive for 399 (or equivalent independent study) during any one semester is 2 units.

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 and Northwestern University, as well as the Education City community, students, faculty, and staff have access to a wealth of information resources, media, and services through the NU-Q library.

The NU-Q library maintains and develops local collections of both physical and electronic resources that are specifically tailored to the needs of the NU-Q community. The NU-Q physical collection has grown to more than 26,000 books, 13,000 DVDs (films, documentaries, and television shows) as well as several major academic streaming media sites. Also, the library has access to over 4 million electronic books provided to the NU-Q community by Northwestern University Libraries. All members of Northwestern University Qatar will also have access to over one thousand specialized databases that contain millions of academic journals in different fields provided by Northwestern University Libraries. All members of Northwestern University Qatar will also have access to over one thousand specialized databases that contain millions of academic journals in different fields provided by Northwestern University Libraries. One of the NU-Q library's core services is access to highly educated professional librarians that can provide different research services, such as personalized one-on-one reference sessions, class visits, and a variety of specialized training tailored for NU-Q needs. Both the library's physical collection and electronic resources available through the NU-Q website are focused on supporting the curricular and research needs of students, faculty, and staff in the fields of journalism, communications, strategic communications, media studies, and liberal arts.

In addition to the resources that NU-Q students have access to through the local collection, NU-Q library users have access to one of the leading private research libraries in the United States, the Northwestern University library system. NU libraries serve the educational and information needs of all its students and faculty, as well as scholars from around the world. Its collection of over 7 million print and electronic volumes combined and 341 terabytes of unique Northwestern University produced digital content includes, in all formats, books, journals, maps, films and videos along with portfolios of distinguished special collections - notably the internationally recognized Africana, Music and Transportation libraries. Online access is granted to all students via their university login and multi-factor authentication. This connects the users to hundreds of scholarly databases with the most comprehensive, specialized and up to date information in their fields, and pursues an active role in educating faculty and students in how to make the best use of these resources. Increasingly, it is prioritizing the digitization of materials and collections in order to make them available to any user, any time.

Beyond its collections, the NU-Q library actively supports the pursuit of academic excellence at NU-Q. The library serves as one of the core university spaces where students study, collaborate, visit, interview, film and reflect on their experiences. Librarians work closely with faculty and students by providing one-on-one research assistance as well as providing classroom instruction with a focus on research skills and strategies. The library provides orientation sessions to all incoming students and students continue to make use of the library's ever-evolving resources and services throughout their time at NU-Q.

The Writing Center

The NU-Q Writing Center is a free resource for students. The Writing Center staff are available to help with all aspects of writing, including understanding assignments, idea brainstorming, organization, writing thesis statements, paragraph coherence and unity, research, citations, English grammar, and punctuation. Most work is one-on-one. Appointments are made at the students' convenience on the Writing Center website at <https://northwestern.mywconline.net/>

The Research Office

The NU-Q Research Office is committed to creating and supporting a research culture that benefits both faculty and students. Research Office staff advise students on general research inquiries and grant proposal writing. In partnership with the Office of Undergraduate Research, the Research Office offers several grant opportunities to students, including Academic Year and Summer Undergraduate Research Grants, Summer Undergraduate Language Grants, and Conference Travel Grants. 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.

Information Technology

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

NU-Q IT provides technology support via email, phone or in person at its Helpdesk support center office. The hours are Sunday through Thursday, 8:30 a.m. to 5 p.m. GMT+3. The support center may be reached by emailing helpdesk@qatar.northwestern.edu or by phone at 4454-5150.

The NU-Q campus is connected to the Internet via high-speed wired and wireless networks. The University's wireless connectivity allows students using laptops and wireless mobile devices to take advantage of the full range of Northwestern's online services from any campus location. Media enabled conference spaces are available for use by faculty, staff and students, and allow the community to videoconference with the Northwestern Chicago and Evanston campuses and other collaborators around the world. Additionally, state-of-the-art smart classrooms aid instruction and enrich the learning experience.

Multiple classrooms allow an entire class to meet and work jointly with critical software programs and datasets, to scan and manipulate photos, and to develop web content and animation. Other sites, including the NU-Q editing suites and studio facilities, provide students with appropriate hardware and software to pursue high-end video and audio capture and editing. Students may check out cameras and other hardware from the NU-Q Production and Digital Media Services team to support the development of original content in a wide variety of media formats.

Northwestern also offers students helpful online services for their university needs. CAESAR (<https://www.caesar.northwestern.edu>), a self-service application, allows students to register for classes, search class schedules and course offerings, obtain unofficial transcripts, view financial aid and student account information, maintain directory and emergency contact information, and much more. The Canvas Course Management System (<https://canvas.northwestern.edu>) provides both an efficient way for instructors to manage and distribute course materials and communicate

with students as well as a forum for students to communicate and collaborate online. Students are encouraged to review and are expected to abide by the University policies about technology rights and responsibilities found at:

<https://www.it.northwestern.edu/about/policies/responsibilities.html>

Production & Media Equipment

NU-Q's Production and Digital Media Services Department manages the day-to-day support and operations of NU-Q's state-of-the-art production studios, control rooms, audio recording facilities, newsroom, video edit suites, audio post-production suites, animation lab, color-grading lab while providing comprehensive and essential in-classroom support, ensuring faculty and students have the resources for effective learning and teaching.

The nerve center is the Equipment Cage, which houses thousands of pieces of production equipment and is the primary location for students to connect with the production team. We meticulously manage its inventory and ensure everything is in optimal working condition for students and faculty to reserve, checkout, 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 [MyNU-Q](#) page.

Student Experience

Student Experience is dedicated to providing services that complement the educational experience, engage our diverse community, and support the growth and development of students to prepare them for future careers in the global media environment. Student Experience will provide support to the students by developing and implementing programs and services with the cultural and social traditions of Qatar and the surrounding region.

Student Experience objectives are to:

- Support the academic experience by providing co-curricular activities and programs, aimed at the professional and personal development of students.
- Ensure a safe and welcoming community for all students, providing the needed resources and tools for those requiring assistance.
- Promote a collaborative working environment for all community members.
- Develop standards and policies that reflect the priorities of the university to protect the rights of individuals, while also holding people responsible and accountable.
- Develop programming that embraces local customs, traditions, and our diverse community.

Qatar Foundation Student Center

The Qatar Foundation Student Center (Multaqqa) has 192,114 square feet of space on three levels. A comprehensive facility, it includes a food court, recreation area, convenience store, nail salon, wellness center, day-care center, ballroom and conference spaces, art, gallery, movie theater, black box theater, and student organization space.

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 one, two, and three-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 Center *Multaqa*, 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, counseling, emergency, and trauma care. Additionally, Kulud Pharmacy, located in the QF Student Center and within QF PHCC, is licensed to issue prescriptions.

Health Insurance

All enrolled students are required to have Qatar national health coverage. The State of Qatar 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. Students who currently reside in Qatar will obtain the national health coverage and submit copies of both sides of the valid national health card to the Counseling and Wellness office.

Immunizations

All enrolled students are required to provide documentation of vaccination or positive immunity from polio, diphtheria, tetanus, hepatitis B, measles, mumps, rubella, varicella, and meningitis. In addition, all students are required to have documentation of tuberculosis screening, to be conducted not more than twelve months prior to registration for classes. A history of BCG vaccination does not exempt students from TB screening. All students, with the assistance of their health care provider, must submit a completed copy of the Immunization and Tuberculosis Screening Certificate to Counseling and Wellness. Students with an incomplete health file are 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. All students have access to the Qatar Foundation (QF) Student Center *Multaqa* and the Education City Recreation Center. *Multaqa* has a fitness room with various cardiovascular and strengthening equipment and offers a variety of fitness classes during each semester. The Recreation Center offers several fitness classes as well, 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, biofeedback therapy, consultations with parents and students, health promotion programming, disability services, administration of student health records and student insurance, and coordination of medical leave of absence. CHW 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 Security

Security within Education City is provided by the Qatar Foundation. Incidents such as medical emergencies, road traffic accidents and fire-related emergencies should be reported promptly to the Qatar Foundation Emergency Control Room at 974-4454-0999 or to the duty watch commander at 974-5556-4701.

If needed, assistance from the Northwestern University Police in Evanston is available in an advisory capacity to Northwestern Qatar students, or while Northwestern Qatar students are visiting home campus. The Evanston division is responsible for crime prevention, law enforcement and emergency management on both the Evanston and Chicago campuses.

University Police officers are on duty 24 hours a day, seven days a week, and can be reached at 001-847-491-3456 in Evanston.

Motor Vehicles

Northwestern Qatar students driving motor vehicles within Education City are required to display a Vehicle Access Tag issued by the Qatar Foundation. Applications should be made by contacting facilitiesrequests@qatar.northwestern.edu. Students are requested to always drive safely and with consideration for other road users and pedestrians.

Speed limit is 40 Kph posted throughout Education City. Mobile speed cameras are in use around the campus with fines issued by Police for non-compliance. Both drivers and pedestrians should also be vigilant regarding the QF Tram which crosses the road and pathways throughout Education city.

Parking

Parking is restricted to designated parking around Education City, with fines issued by the police for non-compliance. The nearest parking for Northwestern Qatar students is the outdoor QFIS parking lot, where there is signage to guide you to the Northwestern Qatar South Main Entrance. There are regular Qatar Foundation Shuttle Busses (schedules are posted near North and South entrances) that pick and drop off from this car park to the

Northwestern Qatar Building.

Personal Losses

Neither Northwestern University nor Northwestern Qatar is responsible for the loss of or damage to personal property belonging to students in any building it owns, whether the loss or damage occurs by theft, fire or an unknown cause. However, if personal items are lost any time within any Education City Building, students should contact the building security control room or the nearest security entrance.

Identification Cards NU WildCARD

The Northwestern University identification card (WildCARD) identifies registered students and should be carried at all times. The WildCARD is the property of the University and is not transferable; its privileges may be canceled at any time the card is misused. Students are required to surrender their WildCARD to University officials upon request.

The student's ID number is encoded on the card and indicates whether the student is currently registered and if the card is valid. The card is needed to borrow books from the Northwestern Qatar library.

Lost or stolen cards should be reported to the WildCARD office, where replacement cards are issued.

NU-Q ID Card

Northwestern Qatar will also issue you a Northwestern Qatar ID Card which is required to be available for inspection at all times when within Education City. The card will remain valid until you complete your studies, and you need to make sure you carry it with you at all times whilst on University premises. All NU-Q staff, faculty and students are required to show their NU-Q ID to security staff upon entrance to the Building and must show your card to University officers or employees on request. Do not let anyone else use your card. You will need your NU-Q ID card to:

- Access University building and teaching spaces
- Use the University's printing and photocopying facilities

Lost or stolen ID cards

If you lose your Northwestern Qatar ID card, there is a 50 QR fee for a replacement card. Contact studentaffairsoffice@qatar.northwestern.edu immediately to complete application form for obtaining a new card. If you experience any problems with your ID card, speak to Facilities.

Building Access - After Hours for NU-Q Students

After hours are defined to be between 6 p.m. and 6 a.m. every day including weekend.

NU-Q students entering the building after hours must show his/her NU-Q ID card to security reception desk (North & South Entrance) to enter the building. If the student does not have his/her NU-Q ID, entrance will not be permitted.

Students with visitors

After-hours visitors must register and be signed in by a Northwestern Qatar student. Each Northwestern Qatar student can register a maximum of 2 guests at the security reception desk (North & South Entrance) and must accompany their guest(s) in the building at all times. Visitors will be required to provide a valid picture ID, which is to be left at the reception desk

during the visit. Entrance will not be permitted to any visitor not accompanied by a Northwestern Qatar student. *Note: These procedures will be subject to any COVID-19 visitor restrictions based on university guidelines.*

Building Access - Visitors

The building open hours are 6 a.m. and 6 p.m. Sunday – Thursday. During open hours visitors are required to sign in at the security reception desk (North & South Entrance), stating nature of visit and purpose. A NU-Q visitor badge will be exchanged for a valid picture ID, which is to be left at the reception desk during the visit. The visitor badge will be required to be worn visible at all times. *Note: These procedures will be subject to any COVID-19 visitor restrictions based on university guidelines.*

Filming within the NU-Q Building

Filming on Northwestern Qatar Campus is permitted only if it does not interfere with normal University business and/or previously scheduled events. As a student of NU-Q, you are permitted to film on campus if the project is a student production and the crew are fellow students. (A student production is a project that is being filmed as part of a classroom assignment or grant and is not destined for commercial broadcast or other use.)

Building Interiors other than Studio

Notification should be sent to facilitiesrequests@qatar.northwestern.edu (7 business days in advance) to ensure location availability and to ensure there is no conflict.

Campus Building Exteriors

Exterior filming is permitted so long as access to entrances are not impeded, and fire escape routes are kept clear. Notification should be sent to facilitiesrequests@qatar.northwestern.edu (7 business days in advance) to ensure there is no conflict.

Stunts/Special Effects

Stunts and/or special effects will be denied while filming on the NU-Q campus depending on risk to the University. Please complete the General Film Safety & Security Declaration, found in Appendix A of the [Campus and Student Filming Policy](#) and forward to hsse@qatar.northwestern.edu for sign off.

Your NU-Q student ID Card must be carried with you at all times while filming.

Filming - General Guidance

Students should refer to the latest *procedures* at: <https://my.qatar.northwestern.edu/campus/filming-approvals.html> for permission to film both inside and outside Education City.

Education City - Internal Building Filming

With the exception of the Northwestern Qatar building, you are required to obtain a general filming approval from QF Coms Department and the building focal point.

Education City - External Building Filming

Obtain the general filming approval from QF Coms Department.

Upon receipt of QF Coms approval forward a copy to Northwestern Qatar Facilities. Prior to or on the day of the shoot contact QF Security control room secure2@qf.org.qa or by dialing 4454 1086 to inform them of your planned activities, time, and place.

(This is to ensure that you do not have difficulties with local guards).

Smoking

Northwestern Qatar promotes a smoke-free environment in the University Building including university managed outdoor spaces. Smoking or inhaling any tobacco or other smoking product, by any method, including, but not limited to, cigarettes, cigars, pipes, e-cigarettes, and Shisha is prohibited in all university areas. It is prohibited on all balconies, terraces and in courtyards. Smoking is also prohibited outdoors within 25 feet of all building doorways or openings.

Designated Smoking Areas

There are two Designated Smoking Areas: South landscaped area between NU-Q and QFIS Building - Inside basement parking (far West end adjacent to Parking Bay No.1)

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 six learning outcomes for all students in the major. Upon graduation, MIT major students will be able to:

1. Demonstrate necessary skills in communication and storytelling to create media contents and platforms in a variety of modalities that have impact.
2. Understand, explain, discuss, and critique the roles and functions of media and technology in societies today.

3. Analyze influential media and communication theories and apply them in practice.
4. Conduct scientific research drawing from a variety of approaches/theories and using mixed methodologies to produce valid results.
5. Collaborate effectively and demonstrate respect for diversity and inclusion.
6. Demonstrate a personal commitment to professional ethics in media research, production, and consumption.

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 be 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:

1. 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 202-0: Journalism in the Digital World
 - INTERDIS 201-0: Media and Society
 - INTERDIS 203-0: Ways of Knowing (taken during the second year)
 - JOUR 370-0: Media Law and Ethics (typically taken in the third or fourth year)
 - Five units must be completed in any field of study outside the MIT major. At least three of the five 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.

2. Ten units within the major:
 - MIT 190 Media Construction (required class taken in the first year of coursework along with the distribution courses specified above)
 - MIT 220-0: Analyzing Media Texts (required class taken in the first year of studies along with the distribution courses specified above)
 - GEN CMN 201-0: Research Methods (required class taken during the second year of studies)
 - Seven elective units in the MIT major, five of which must be 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	
<i>Fall</i>	<i>Spring</i>
MIT 220: Media Texts*	MIT 190: Media Construction*
ENGL 103-1: First Year Writing*	ENGL 103-2: First Year Writing*
JOUR 202: Journalism in Digital World*	INTERDIS 201: Media and Society*
Out of major any level	STEM course (Science, technology, Engineering, or Math)
Year 2	
<i>Fall</i>	<i>Spring</i>
INTERDIS 203: Ways of Knowing*	GEN_CMN 201-0: Research Methods*
MIT any level	MIT any level
Out of major any level	MIT 300 elective
Free elective	Free elective
Year 3	
<i>Fall</i>	<i>Spring</i>
MIT 300 level	JOUR 370: Media Law and Ethics*
Out of major 300 level	MIT 300 level
MIT 300 level	Out of major 300 level
Free elective	Free elective
Year 4	
<i>Fall</i>	<i>Spring</i>
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 course meets regularly with readings, assignments, etc. Internships must run concurrently with the academic term in which MIT 349 is taken, and students may not start their internship before the academic term begins.

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 4. 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 their eligibility and the needs of the internship host. 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 may speak to Career Services for advice regarding locating internship opportunities. Once a student has received an internship offer, they may begin the vetting process in coordination with their Academic Advisor.
4. **Vetting of Internship:** To earn academic credit, students must be in a vetted and approved internship. Vetting is carried out by the instructor of MIT 349 in advance of the semester in which it is offered. Once the instructor has vetted and approved the internship, the instructor will enroll the student in the internship course. Internships must be a new placement; continuing internships and internships that the student has already completed are not eligible for academic credit.

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

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 (in total and combined). 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 that students must complete and supporting documents the instructor helps to develop to specify what will be studied, how and why, the schedule and the required assignments. Instructors are not required to accept or approve either Independent Studies or Research Practicums, although many do and most often when the proposed study is congruent with their areas of personal expertise and interest.

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 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 the technical fundamentals involved in shooting and editing video. Students work with SLR and digital video cameras, Photoshop, and Adobe Premiere Pro editing software.
Required for MIT majors and taken during the first year of coursework. This course is prerequisite for all 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 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 220-0 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. Required for MIT majors.
This course is prerequisite for upper-level MIT courses and is taken during the first year of coursework.
- **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 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 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 351-0 National Cinema: Palestine**
In this course, students will be introduced to the history of Palestinian cinema. Through close readings of current scholarly literature, regular film screenings, class discussions, and special guests, we will interrogate the relationship between culture and politics and explore such contested topics as memory and trauma, power and resistance, and violence and non-violence. Students will become acquainted with the work of several Palestinian filmmakers, including Hany Abu-Assad, Annemarie Jacir, Michel Khleifi, Mai Masri, Ali Nasser, and Elia Suleiman. While the course is focused on cinema, lectures will also include discussions of other media including radio, television, and social media. Students will emerge from this course not only with a better understanding of Palestinian cinema but with a broad array of critical tools that can be utilized in future scholarly endeavors and applied to other national contexts.

- **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*.
- **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 392-0 Documentary Production**
Examine documentary theory and practices and enables students to produce their own shorts.
Prerequisites: MIT 190
Counts toward the Film & Design minor.
- **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 or the Film & Design 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 a political 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. This class, by first tracing the history of Turkish television leading to the global distribution of Turkish dramas, will then journey around the globe to explore the impact of Turkish series while considering the following questions: How did the local Turkish television industry metamorphose into a global media player? What do global audiences find appealing in Turkish series and what awakens anxieties? What do the globalized Turkish series reveal about local media industries, geopolitics, culture, and everyday life? Through a multidisciplinary approach, this course will provide students with an in-depth understanding of globalized Turkish dramas and their societal impacts and introduce them to a variety of research methods and theoretical frameworks pertinent to the study of global media phenomena. 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 changed 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.

(6) Media Law:

- **Comm Law & Religion in the ME:** This course addresses a range of legal and jurisprudential issues at the intersection of law, religion, and communication from an international and comparative perspective. Particular attention is given to examining the ways in which law regulates and structures the communicative aspect of religion, ranging from matters of speech and censorship to symbolic communication such as a religious dress. *Satisfies Middle East Studies Minor*

- **Media, Politics, & IP Law:** This course considers issues at the intersection of media, politics, and intellectual property (IP). It includes examining principles of IP law, particularly as they pertain to broadcasting and communication. Topics analyzed include protection of IP, media and publishing rights, image rights, advertising, IP disputes, and the World Intellectual Property Organization. The course also considers the politics of media, such as hate speech and state-sanctioned theft of IP. *Satisfies Media and Politics Minor*
- **Sports & Entertainment Law:** The course considers a range of issues in sports and entertainment law. This includes the structure of sports governance, sports disputes, the organization of the Olympic Games and international football (FIFA), agency and athlete representation. It also examines legal issues related to media and communication within the sports and entertainment industries, such as IP, broadcasting rights, Esports and gaming, and image licensing agreements.
- **MIT 399-0 Independent Study**

A tailored course designed and agreed between the student and an instructor. May be taken once or twice (see the earlier specific section above for details).

Prerequisite: consent of the instructor as well as the Communication Program Director and Associate Dean for Education after submission of petition with support from the instructor. May count toward the Media & Politics minor or the Film & Design minor. Check with the faculty supervisor for the minor and with your Academic Advisor (both).

Communication Exchange

Communication Exchange is an annual opportunity for a limited number 10 of Northwestern Qatar MIT majors to spend one semester during the spring semester of their junior year as a full-time student at the home campus in Evanston, Illinois. Comm Exchange is only offered in the spring semester because the home campus operates on a quarter system and two quarters are needed to produce the equivalent credits earned in a semester at the NU-Q campus. There is an annual information session conducted in the spring semester at NU-Q and approved students are required to complete a series of preparatory sessions during the fall semester of their junior year. Students travel to Evanston during the Winter Break period. Classes at the home campus run in two quarters, the first from January to Spring Break, and the second after Spring Break through June. This program allows participating students to take classes that are not available at the Qatar campus.

Communication Exchange is managed by the Communication Program at NU-Q. There is a designated committee for this, composed of faculty members and the program director along with supporting staff from the Qatar campus and the Qatar Support Office in Evanston. Applications are assessed according to the criteria specified in the application. Selection is highly competitive. Alternates are not selected. Final approval is subject to approval of visa requirements handled by the United States Department of State.

Eligibility requirements:

To be eligible for the 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 at 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 or pending cases or an active academic integrity sanction such as probation or suspension.
- Have any non-academic conduct violation or pending cases.
- 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 <https://studio20q.org>, established in 2012, is a student-led film production group at Northwestern University Qatar. This student-run organization is an important part of the Communication Program's efforts to encourage the development of a thriving film culture at NU-Q. This program provides students with opportunities to produce original short films independently from production classes.

Students can apply for grants to fund the creation of varied film genres, including narratives, documentaries, and experimental films. Grants are awarded on a competitive basis. Students seeking a grant must complete an application that is submitted to the Studio 20Q Executive Board. They also pitch their concept to a jury composed of film industry professionals. Evaluation of proposals is based on a range of criteria such as passion, artistic vision, and projected budget.

Grantees benefit from mentoring sessions with established Industry Advisors, access to NU-Q production and post-production facilities, and equipment training.

Supervised by a faculty member of the Communication Program, Studio 20Q has a Student Board with positions that rotate each year: President, Production Chair, PR/Social Media Chair, Events Chairs, Archival Chair, and others as needed.

The Board serves as the liaison between different departments at NU-Q, oversees the production of all student-produced films, organizes filmmaking workshops, and manages the logistics and preparations for a highly anticipated Premiere event.

Journalism and Strategic Communication Program

Major in Journalism

Mission Statement

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

The program is committed to integrating experimental learning with innovative, evidence-based storytelling techniques, emphasizing the importance of a Global South perspective coupled with local adaptability.

The Journalism and Strategic Communications Program at Northwestern University in Qatar extends and augments the long and substantial tradition of excellence of the Medill School of Journalism and Integrated Marketing Communication.

Core Values

- Student-centered and practice-oriented approach to education
- Critical thinking and critical analyses of media content
- Integrity and ethical conduct
- Equity, inclusivity, and respect for diversity
- Free and open pursuit in the discovery and transmission of truth and knowledge through integrated learning, teaching and scholarship.
- An interdisciplinary approach to journalism and strategic communication

Program Learning Goals

Through purposeful integration of learning, teaching and scholarship, The Journalism and Strategic Communications 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 the media and strategic communication evidence-based industries with a high degree of technical and storytelling competencies.
3. Prepare students for post-graduate studies and professional careers as journalists and communicators in a broad range of other disciplines (science communication, storytelling competencies, international studies, sports marketing, political science, digital humanities, climate sciences, and more).
4. Enable students to give voice to the disenfranchised and raise awareness about the predicaments of those who do not have access to the media and thus give people voice and access.
5. Train students to fact-check, source, and counter misinformation
6. Educate students to value and put into action ethical leadership in their chosen media fields.

Program Learning Outcomes

1. Upon completion of the Journalism and Strategic Communication major, students are prepared to enter a professional setting and contribute immediately and effectively to the media and communication needs of a company, news organization, non-profit, and other public and corporate entities.
2. Upon graduation students are trained to produce relevant, high-quality content for journalism and strategic communication on a variety of media platforms (video and audio production, data visualization, writing, immersive and cross-platform multimedia content).
3. Our students are prepared to tap into their own knowledge and varied cultural streams to tell stories that pursue the human rights of those who are subjected to abuses and prejudice.
4. Our graduates are prepared to join and contribute to a media team in a variety of industries, as strategic members, leaders, and producers of content that serves the larger goals of organizations.
5. Upon graduation, students are positioned for success in post-graduate education or professional careers as communicators across industries and disciplines.

The Journalism and Strategic Communication degree at Northwestern University in Qatar is offered by the internationally respected Medill School of Journalism, Media, Integrated, Marketing Communications at Northwestern University in Evanston, Illinois. 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 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.

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 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 program find rewarding careers in digital and social media, broadcast and print journalism or public relations and strategic 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 specialized concentrations in brand strategy and advertising, direct and interactive marketing communications, corporate communications and public relations, marketing analytics, and media management.

Requirements for the Degree of Bachelor of Science in Journalism

All journalism and strategic communication students pursue a Bachelor of Science in Journalism 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, 12 must be earned in journalism and strategic communication program courses, and 20 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:

- 12 journalism units for major requirement
- 12 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 credit must be approved by Associate Dean for Education and the Director of the Journalism and Strategic Communication Program.

Program of Study

Major Requirements (12units)

I. Core Courses (6 units)

The core is comprised of six 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 201-0 Journalistic Storytelling Across Media
- JOUR 202-0 Journalism in the Digital World
- JOUR 301-1 News Gathering and Assessment
- JOUR 205-0 Research for Reporting
- 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 before going on residency. Options may include:

- JOUR 320-0 Storytelling: Interactive News
- JOUR 321-0 Storytelling: Magazine and Feature Writing
- JOUR 323-0 Video Journalism
- JOUR 324-0 Video Journalism: Video Producing for Broadcast & the Web (2 units)
- JOUR 325-0 Special Topics: Journalism and Social Media
- JOUR 326-0 Documentary for Journalists
- JOUR 342-0 Advanced Online Storytelling
- JOUR 329-0 Data Journalism
- JOUR 390-0 Special Topics: Exploring Future Digital Journalism
- JOUR 390-0 Special Topics: Interactive Longform Journalism
- 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 partners, giving students real-world experience to propel their career. Residency sites are in Qatar, the broader region, and across the world with an emphasis on placements in the Global South. 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.

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

Eligibility

To be eligible for Residency, students must demonstrate that they are making academic progress. They must be in good academic and conduct standing with both NU-Q and the University at large. Students must also demonstrate through the residency placement process 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.
- Students must meet all grade requirements as outlined for the journalism major.
- If a student has a program GPA below 2.25

- If a student has an unresolved incomplete (X or Y) grade
- Any student who 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 in the semester prior to the scheduled residency. A student may be ineligible for the program if he or she routinely misses meetings, arrives late, or does not respond 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 have potential to interfere with success in the program may be asked to work with the office of the Assistant Dean for the Student Experience 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 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 Residency or the four-course option. The JRIF is due, and must be submitted by the due date, in the spring semester of the second 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 selection of courses.

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 residency eligibility requirements and participate in a rigorous pre-residency program.

Journalism and Strategic Communication Electives (1 unit)

- JOUR 328-0 Global Journalism
- JOUR 303-0 Audience Insight
- JOUR 318-0 Mobile Journalism (MoJo)
- 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: Covering Education/ Other Beats
- JOUR 390 Special Topics: Sports Writing and Reporting
- JOUR 390 Special Topics: Science and Health Journalism
- STRATCOM 307-0 Digital, Social and Mobile Marketing
- STRATCOM 320-0 Strategic Communication Campaigns
- STRATCOM 311-0 Applied Research Methods
- STRATCOM 312-0 Case Studies
- STRATCOM 313-0 Innovation in Strategic Communication
- STRATCOM 308-0 Strategic Crisis Communication

Distribution Requirements (12 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 MIT 190-0 Media Construction
- 1 unit INTERDIS 201 Media and Society
- 1 unit in literature and fine arts is satisfied by MIT 220-0 Media Texts
- 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. Once 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 7 units must be in liberal arts and sciences.
- 2 of the 3 units in liberal arts and sciences must be 300-level.
- 1 of the free electives must be 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 (including F's) 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 and all journalism core courses.
- When journalism and strategic communication courses are repeated, both grades are computed in the GPA; one course does not substitute for another.
- 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 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 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	
<i>Fall</i>	<i>Spring</i>
MIT 220: Media Texts*	MIT 190: Media Construction*
ENGL 103-1: First Year Writing*	ENGL 103-2: First Year Writing*
JOUR 202: Journalism in Digital World*	INTERDIS 201: Media and Society*
Liberal Arts and Sciences any level	Natural sciences, computer science or another formal studies course
Year 2	
<i>Fall</i>	<i>Spring</i>
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	
<i>Fall</i>	<i>Spring</i>
JOUR 370: Media Law and Ethics*	Pre-residency
Immersive	Pre-residency
Philosophy, religion, ethics or values course	Residency
Liberal Arts and Sciences 300 level	OR 4 course option
Year 4	
<i>Fall</i>	<i>Spring</i>
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 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 202-0 Journalism in the Digital World.

JOUR 202-0 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 205-0 Research for Reporting

Journalists everywhere are confronted with research reports from official and private sources, some of doubtful origin and quality, and which rely on a variety of methods (including specious ones). An essential skill set for any journalist, therefore, is a grounding in basic social science research methods and analytical tools. This class will introduce students to the most common research methods currently used in social sciences, journalism and mass communication. Students will learn to distinguish between quantitative and qualitative research; and to employ various research methods to collect and analyze quantitative data and qualitative information for news. The emphasis of the course is on empirical studies and will examine research that journalists often use and write about. This course serves as baseline preparation for students' continuing preparation in journalism and strategic communications practice by providing students with practical experience in how studies are conducted, how to assess their validity and reliability, issues regarding appropriate use of numbers and statistics, and their relationship to the parts of the world they attempt to explain.

Course is required of journalism majors, replacing JOUR 303, Audience Insight, as a required course. The course is also a prerequisite for another, Introduction to JOUR 329 Data Journalism.

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 303-0 Audience Insight

This class provides an in-depth understanding of audience analytics, its significance in contemporary journalism, and the importance of understanding your viewers and their motivations for consuming media when it comes to content production. The course will further introduce students to audience research and what methods are most appropriate to identify your target audience. This course will also provide an historical overview of the public and both its relationship with news media, and media as a whole.

Prerequisite: JOUR 201-0 Journalistic Storytelling Across Media.

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.

JOUR 320-0 Interactive News

The craft of digital storytelling, with emphasis on creating compelling packages for the web and mobile platforms using a variety of narrative formats and interactive tools.

Prerequisites: Information Gathering and Assessment, 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.

Prerequisites: Information Gathering and Assessment, Journalistic Storytelling across Media.

JOUR 323-0 Video Journalism

The techniques of gathering, reporting, and producing video news with special emphasis on production and writing. This will be accomplished through lecture/discussion, exercises, and projects. Upon completion of this course students should be able to gather and produce quality audio and video packages for news, features, and documentary programs. They should be able to write/produce short newscasts and edit on Adobe Premier CS6. They will understand the role, function of, and significance that mobile phones and other portable devices have in today's media environment. They will also be comfortable presenting and reporting for live broadcast.

Prerequisites: Information Gathering and Assessment, Journalistic Storytelling across Media, Audience Insight: Analytics, Engagement and Online Behavior.

JOUR 324-0 Video Journalism: 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.

JOUR 325-0 Special Topics: Journalism and Social Media

During the last two decades, social media has transformed Journalism. On the one hand, it has given news professionals an unprecedented capacity to engage in meaningful conversation with their audiences, which provides them with valuable insight to better understand the public, their preferences and their news consumption patterns. On the other hand, social media has enabled journalists to tell stories across a wider range of platforms, personalizing their news offering, and reaching different demographics. Social Media has also come with challenges.

Twitter, Facebook and news aggregators, such as Google and Apple News, are now users’ preferred news providers, even if the content is produced in mainstream media organizations such as the NYT or the BBC. This trend has seen advertising revenue shifting from mainstream media to online outlets, and from legacy organizations to social media platforms. With these developments in mind, 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, Twitter, 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.

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.

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.

JOUR 342-0 Advanced Online Storytelling

Advanced Online Storytelling is a 5-week intensive course that prepares journalism students for their residencies by simulating a newsroom/program department environment. In this class, students will produce news on culture which they will bring together on a multimedia website. The audience being targeted is an international one – with a particular sensitivity to the ‘Global South’. The output is expected to cover a range of different areas of cultural news. The output is expected to be produced in a range of different formats: written pieces, short filmed reports, podcasts, animated explainers. This is an intensive course which will involve hitting the ground running.

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 Information Gathering and Assessment, Journalistic Storytelling across Media, 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 Information Gathering and Assessment, Journalistic Storytelling across Media, 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 Information Gathering and Assessment, Journalistic Storytelling across Media, Media Law, and Ethics.

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 persistent, ongoing global interest in mainstream media coverage of the Israel-Palestine conflict. The present course is being developed in real time during the Israel-Hamas war of October 2023. Widespread and commonly expressed perceptions and analyses posit that mainstream media coverage of the conflict produced in the West is suffused with – and frequently overtaken by – narratives that support the interests of Israel and U.S. policy. Consequently, Palestinian human rights and humanity are diminished if not omitted altogether from mainstream media coverage to harmful effect on Palestinians living under Israeli occupation as well as in diaspora communities, and by extension to Arabs and Muslims around the world. Effects of media coverage also impact Israelis and their supporters. The course focuses on reported news coverage of the Israel-Palestine conflict using tools of media literacy including theory and framing of news, Global South perspectives on Palestine, case studies of Western media coverage, biases of omission resulting in decontextualized coverage, data analysis, the roles of empathy and fact-checking in news production, and the divide between fact and opinion. Students will engage in interactive classroom discussions, small-group team projects and an individually written final course essay.

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: Grade of C- or higher in Introduction to Strategic Communications, Corporate Storytelling and Digital, Social and Mobile Marketing.

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

Introductory course in which students learn about the fundamentals of strategic communication; become familiar with strategic communication practices such as advertising, public relations, branding, corporate communication, promotions, social media marketing, and mobile marketing; understand the integrated approach to IMC (Integrated Marketing Communications); explore issues shaping the practice of strategic communication such as ethics and industry regulations; discover career opportunities and types of jobs in strategic marketing communications in the non-profit sector, the private sector, or the government.

STRATCOM 305-0 Corporate Storytelling

This is an advanced, hands-on course designed to give students the skills to develop effective PR content and messages on behalf of brands, commercial or non-profit organizations. Brief interactive lectures are followed by discussion of case studies and numerous hands-on exercises. Students develop PR portfolios to kick-start their careers.

STRATCOM 306-0 Media Planning

How do professional communicators decide what media to use in a strategic communication campaign, in order to maximize its impact? How should the budget be split among various types of digital and legacy media? How long should the campaign run? How many consumers should the campaign reach, and how frequently? What are reasonable objectives from a media planning perspective? How do you track the impact of a campaign? This course provides an introduction to the basic strategy and techniques of media planning in the context of traditional and digital strategic communication campaigns. We will analyze the advantages and disadvantages of various media in terms of their potential contribution to specific campaign goals; discuss criteria employed by professionals in selecting media types and vehicles; and learn to use professional software to make a range of media planning decisions. The topics covered include media effectiveness, audience research and measurement, secondary sources of research used in media planning, as well as the design, construction, implementation, and evaluation of effective media plans.

STRATCOM 307-0 Digital, Social and Mobile Marketing

Social and Mobile Marketing Focus on the tools, methodologies and programs used by companies to develop, justify, deploy and measure their social and mobile marketing programs. Development of complete social marketing programs for actual companies using best practices, including social monitoring, web analytics, social marketing systems, blogs, Twitter, Google Plus, LinkedIn and other tools.

STRATCOM 308-0 Strategic Crisis Communication

The course provides specialized skills and knowledge about the role of strategic communication in preventing and/or alleviating the impact of crises on brands, nonprofit and commercial organizations. Unlike crisis management courses, we focus specifically on communication. We first discuss the theoretical frameworks that should guide organizations' internal and external strategic communication before, during and after an organizational crisis. We then examine in depth several recent case studies that illustrate how strategic communication was employed either very successfully or unsuccessfully, at different stages of crises, by small and large brands, companies, or organizations. We will then develop alternative communication responses and start learning a range of skills that enable strategic communication professionals to function efficiently and effectively in crisis situations. These skills include: employing strategic communication messages and techniques to bolster

organizational reputation and image before a crisis, and repair them after a crisis; developing a portfolio of message templates to position a crisis and respond in the initial stages of a crisis; “stealing thunder” by communicating strategically at the early stages of crises; offering media interviews and interacting with journalists and other stakeholders during a crisis; selecting, training or performing as an effective spokesperson; creating, stress testing and implementing a crisis communication plan; developing a portfolio of strategic communication messages that can be activated in case of crises; and many more.

Prerequisite: STRATCOM 303

STRATCOM 311-0 Applied Research Methods

Introduction to various research methodologies in strategic communication, including public relations and advertising. Focus on quantitative and qualitative market and audience research. Introduces the students to experiment research.

STRATCOM 312-0 Case Studies in Strategic Communication

In this course, students analyze contemporary issues and case studies in strategic communication. Students will understand the structure of a communication operation and will learn through research, planning, and execution in areas such as internal communication, analytics, and corporate social responsibility.

STRATCOM 313-0 Innovation in Strategic Communication

The course explores artificial intelligence (AI) tools currently being tested by advertising & PR professionals to advance the strategic goals of brands, non-profit, or commercial organizations, as well as other novel approaches to strategic communication. Examples include generative AI in text, image, or video (think copy.ai, Dall.e, ChatGPT, synthesia.io), augmented reality (AR), virtual reality (VR), programmatic advertising, new forms of native advertising and experiential marketing, etc. We will analyze these innovations in strategic communication through an “effectiveness prism”, focusing on their ability to fulfill strategic communication campaign objectives in a reliably demonstrable manner, or to improve your productivity as you pursue careers in strategic communication increase awareness, change attitudes, reposition brand image, increase loyalty and engagement, stimulate trial, increase product or service adoption, trigger positive word-of-mouth, or improve reputation. Case studies are focused on the implementation of these innovative techniques as part of commercial brands’ or non-profit organizations’ communication campaigns. Based on the case study you presented to class, you will then work in teams, under my supervision, to develop a research project focused on examining the persuasive impact of one of the new STRATCOM approaches on consumers.

STRATCOM 320-0 Strategic Communication Campaigns

In this course students develop a comprehensive integrated strategic communication program. Final product consists of a report that outlines the learning and insights that led to the strategic, creative, interactive, and digital recommendations; a client presentation; and a project book detailing the research, analysis, strategy, creative and content execution, media use and other integrated communication activities.

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

Prerequisite: Before enrolling in the capstone project, students must complete all required and elective courses for their Minor.

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 190-0 Media Construction**

Introduction to the core components of media: idea, image, sound, and sequence, as well as instruction in the technical fundamentals involved in shooting and editing video. Students work with SLR and digital video cameras, Photoshop, and Adobe Premiere Pro editing software. This course is a prerequisite for all upper-level production courses. Required for MIT majors; typically taken during the first year.
- **INTERDIS 201-0 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 220-0 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**

An introduction to data analysis, data visualization, and statistics as they relate to journalism. Specific attention is given to numerical challenges journalists encounter in news reporting. You will learn basic statistical language and concepts, so you know what you are talking about when discussing research with editors and producers, and when reporting findings to the public. You will learn ways to publish data with visualization software, report on medical and science research, detect fraud in datasets, and clearly report numerical information to a mass audience. You will develop intimate knowledge of SPSS software, one of the world's most widely used data programs. Prerequisite: Sophomore standing or higher.

- **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
5. 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.

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

- **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.
- **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.

- **Survey of American Literature**- This course will take a chronological approach to the study of American literature, moving from pre-colonial to contemporary texts. A variety of genres will be studied, including fiction, non-fiction, and poetry. The focus will be on shorter texts though the class will cover at least one novel. Overall, the course seeks to communicate a history of the United States through the lens of literature—itself a history of human thought, interaction, and emotion.
- **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.
- **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.
- **Travel Writing** - The course will cover a range of contemporary travel literature, along with significant historical pieces of travel writing. This course will examine the many styles, structures, audiences, narrative choices, and points of view of travel writing. Course readings will include travel tales written by curious tourists, explorers, and the locals who live in places often and less visited.
- **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 379-0, English Special Topics may vary, past offerings have included:

- **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.

- **Children's Literature** - A literature that impacts readers from their earliest days, works written specifically for children often reflect cultural perceptions of childhood, reinforce difference, and emphasize gender constraints. This course will introduce students to theories for the analysis of children's literature, and it will encourage students to learn the culturally complex craft of writing works for children. This course will cover a variety of readings, including multicultural and global works written for children of varying ages.
- **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.
- **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.
- **Gothic Literature** - While Gothic literature – with its ghosts, vampires, and haunted castles – has often been considered a fanciful genre, the Gothic actually uses tropes like these to accomplish the critical task of revealing repressed histories. This class will analyze the ways in which Gothic literature uses terror to shock readers into considering painful pasts and the stories of those who have been silenced. The course will build a detailed understanding of the Gothic mode and analyze texts from a variety of periods and places.
- **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. However, as is often the case with emerging art, graphic novels and comics from the Europe and the United States dominate literary conversations, despite the presence of quality graphic work from the Global South. As a response to this Eurocentric approach, this course places graphic narratives from the Middle East and Africa (either originally written in English or translated) at the center of our attention. With particular consideration to how these comics subvert images of Africa and the Middle East produced elsewhere, 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 the mixed visual/written forms of these

works.

- **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.
- **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.
- **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.
- **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.
- **Multiethnic American Literature** - This course introduces students to several major writers, issues and forms of American literature with particular attention to literary contributions from ethnic groups such as Native American, African American, Latino/a American, Arab American and Asian American. The course will explore the ways in which these writers and texts contest dominant narratives of America. Special attention will be given to the ways in which race, class, gender, and ethnicity shape personal, cultural, and social realities.
- **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.

- **South Asian Literature** - This course explores transnational identity as both a construct and a process in the literatures of South Asia. It will consider the ways in which literary texts represent the fluidity with which the self-moves across cultural and national boundaries and occupies both central and marginal positions. Texts to be studied include: *Anil's Ghost* (Michael Ondaatje, Sri Lanka); *Home Fire* (Kamila Shamsie, Pakistan); *Mistress of Spices*, (Chitra Divakaruni, India); *Exit West* (Mohsin Hamid, Pakistan); selected stories from *Interpreter of Maladies* (Jhumpa Lahiri, India) and *Mad Country* (Samrat Upadhyay, Nepal); and the film *Brick Lane* (Monica Ali, Bangladesh).
- **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.
- **Twentieth-Century American Literature** - Traces the evolution of American literature through the study of such genres as fiction, poetry and non-fiction prose and their relationships to major political, social and aesthetic concerns of the century. Our discussions will be supported by theoretical readings from Homi Bhabha on the notion of hybridity and Deleuze and Guattari on the concept of rhizomatic identity.
- **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.
- **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.
- **20th Century US History** - Explores the major themes of the history of the United States in the 20th Century. It is designed to be an analysis of the forces that shaped and reshaped American society from 1900 to the present day. In what has become known as America's Century, the United States rose to superpower status abroad and at home began reexamining what it meant to be American. We will focus on how generations of ordinary Americans experienced and responded to this fast-paced century. Topics covered in the course include American imperialism, Progressivism, World War I, the Roaring Twenties, the Great Depression, World War II, the Postwar Boom, the Cold War, the Civil Rights Movements, Vietnam War, New Conservatism and Globalism. Special attention will be given to the different ways popular forms of media responded to and, in turn, influenced the major themes of the day.
- **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.

- **What is Modern Europe?** This course explores the last 250 years of European history in order to find an answer. It will not cover everything. It is designed to be an analysis of the ideas, people and events that transformed Europe from small, territorial states to industrial empires that spread around the world and then collapsed. Our goal is to understand how Europeans understood these changes and transformed them into a definition of modernity that lives on today. Ultimately, the course argues that understanding the history of Modern Europe is essential for understanding how the modern world is defined.

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.
- **American Popular Culture** - American popular culture is an inescapable force of modern life everywhere. Over the last century American films, television and music have conquered the world and defined much of what counts as modern popular culture. This course will explore the history of American popular culture from 1900 to the present day. Our goal is to look beyond an America history of major events and big names to understand a history from the perspective of lived experience. It will start by considering the basic terms of “popular” and “culture” and how they work together. Within this theoretical framework we will explore the evolution of American popular culture through books, magazines, music, radio, films and television consumed by ordinary men and women.
- **Britain and the Middle East** - The British Empire played a major role in creating the world around us. From the middle of the 19th century to the middle of the 20th century Britain tried to control territory from Egypt to the Gulf. Of course, locals had their own ideas. Sometimes local populations worked with the British and sometimes they fought the British. The result was a series of compromises and conflicts that over a hundred years shaped the geography, politics and culture of the modern Middle East. This course explores the origins, evolution and legacy of that British involvement in the Middle East.

- **British India** - The history of modern India cannot be explained without understanding the impact of the British Empire. For 350 years Britain and India shared a common history that has a lasting legacy today.

This course explores the major themes of the British Empire in India from the formation of the East India Company in 1600 to Indian Independence and Partition in 1947. Empires are shaped by the encounters between agents of imperial power and indigenous peoples. These encounters change both groups creating a hybrid society with long term consequences. We will explore the different types of imperial encounters that took place between Britons and Indians from conquest and subjugation to negotiation and collaboration, and finally struggle and resistance. By focusing on these experiences are goal is to avoid the traditional imperial narrative of superior Britons and inferior Indians and instead understand British India as a place of encounters and experiences.

- **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.
- **The Cold War (1945-1991)** - In last fifty years of the 20th Century the rivalry between the USA and the USSR brought the world to the brink of nuclear destruction. This course explores the Cold War as a military, political, ideological, and economic contest for global domination. We will examine how the Cold War started in the last days of WW2, spread around the world in a series of proxy wars before ending suddenly in 1991 with the breakup of the Soviet Union. Our primary focus will be on the America experience abroad and at home. Special attention will be given to the different ways popular forms of media responded to and, in turn, influenced the major themes of the Cold War.

INTERDIS

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: Decolonial Solidarities** - 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 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 metropolises 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 sites of scientific 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 of humans of 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:

- **American Government and Politics** - This course provides an introduction to American politics and government. We will explore the US constitution, the three branches of government, the news media, public opinion and political participation, and campaigns and elections. We will follow the American elections with interactive blogs, and end with a comparative and critical perspective on US democracy. An introduction to American politics is essential for students to understand American influence and capacity on foreign policies and current events.
- **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 Relation** - 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.
- **Islamism and Politics in the Modern Middle 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.
- **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 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 Inequality in America**- This course provides an in-depth look at inequality in America, in which some individuals and groups “get what, when, and how” (Lasswell 1936) more than others. The class contrasts the promise of equality with the reality of inequality in American democracy today. Students examine the social construction of differences (such as race, class, and gender) and understand their effects on public policies and access to social, economic, and political systems of power. Specific issues, such as income and wealth, education, housing, employment, immigration, criminal justice, and health, are explored through a comparative and critical perspective, and the prospects of social change are assessed. Although the primary focus is on America, relevant comparisons to Qatar and the Gulf are introduced to investigate how these concepts travel across contexts and raise awareness of global forms of inequality.
- **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.

PSYCHOLOGY

- **PSYCHOLOGY 242-0 Intro to Psychology** - The purpose of this course is to introduce students to the main concepts and content areas of psychology and human behavior. It will explore various questions, such as how people acquire knowledge, develop throughout their lives, are influenced by personality vs. social surroundings, learn, and experience other human phenomena, including emotions and psychopathology. The course will provide a broad coverage of the field and will introduce students to the methods and critical thinking skills that are used in psychological research and application. Students will be encouraged to critically think about psychology and the claims psychologists make. Understanding some of the major concepts in psychology is beneficial for understanding the mental processes and behavior of people and for evaluating its relevance to important issues in our lives.

RELIGION

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

- **Overview of 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'anic

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 geared towards giving them a deeper understanding of the middle east, film and design, media and politics, strategic communications, and Africana studies. Each minor requires the completion of 6 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.

Middle East Studies Minor

The Middle East Studies minor requirements:

- At least 2 core courses and no more than 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. Native proficiency does not count, but content courses offered in Arabic (or another ME language), such as “Arabic for Media,” could count as an elective course pending committee approval.
- Each of these courses must be passed with a grade of C or higher.
- Senior Portfolio
- Attend Middle East Studies speaker series.

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.

- ANTHRO 242: Introduction to Middle East Anthropology
- INTERDISC 301: The Doha Seminar
- HIST 242: History of the Modern Middle East
- POLSCI 390/MIT 398: Media Politics in the Arab World
- POLSCI 242: Introduction to Middle East Politics
- POLSCI 242/387: Islamism and Politics in the Middle East
- POLSCI 387: Contemporary Arab Thought
- REL 387: Modern Reform Movements in the Muslim World
- POLI_SCI 387-0 Topics in Political Science: Politics of the Arab Uprisings

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.

- ANTHRO 379: Anthropology of Palestine
- ENGL 242: Gender in Arab Pop Fiction
- ENGL 379: Graphic Novels of the Middle East and Africa
- HIST 387: Britain in the Middle East
- HIST 242: Medieval Muslim Empires
- JOUR 390/MIT 398: The Media and Journalism in Today’s Middle East
- MIT 351: Cinemas of the Middle East and North Africa
- MIT-351: Modern Arab Cinema: Arab Spring to the Present
- MIT 352: Alternative Media in the Middle East
- MIT 353: Arab Television Industries
- POLSCI 242: Gulf Society and Politics
- POLSCI 242: Palestine and the Arab Israeli Conflict
- POLSCI 387: Public Opinion in the Middle East
- REL 242: Sufism
- INTERDIS 205-0 Women identity in the Gulf
- MIT 351-0 Arab Women Filmmakers
- MIT 398-0 Digital intimacies in MENA
- MIT 398-0 Gulf Politics and Public opinion
- MIT 398-0 Comm Law and Religion in the Middle East

- POLI_SCI 242-0 Topics in Political Science: Politics and Pop culture in MENA
- SOCIOL 387-0 Advanced Topics in Sociology: Refugees in/from Arab World
- POLI_SCI 387-0 Advanced Topics in Poli Science: Arab Gulf, Development, and Aid
- INTERDIS 308-0 Gulf Futures

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.

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 semester before graduation.

Capstone: Portfolio presentation during final semester before graduation

- 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

Electives at VCU Arts 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
- Moving Pixels
- 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

Media and Politics Minor

Media and Politics minor requirements:

- Three NUQ courses in Media studies, politics, or related courses. At least one at an advanced level.
- Three 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 presentation

Courses previously accepted at NU-Q

- MIT 212 Exploring Global Media
- MIT 220 Analyzing Media Texts*
- MIT 230 Understanding Media Contexts
- MIT 298 Undergraduate Seminar: New Media and Social Change
- MIT 312 History of Film
- MIT 313 Documentary Film History and Criticism
- MIT 322 Radio/Television/Film Genre: Global Music Video
- MIT 351 National Cinema: Iran
- MIT 351 National Cinema: Middle East and North Africa
- 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
- MIT 398 Undergraduate Seminar: Communication and Sport
- MIT 398 Undergraduate Seminar: Crisis Communication
- MIT 398 Undergraduate Seminar: Issues in World Cinema
- MIT 398 Undergraduate Seminar: Media and Public Diplomacy
- MIT 398 Undergraduate Seminar: Media in Africa
- MIT 398 Undergraduate Seminar: Politics in the Digital World
- MIT 398 Undergraduate Seminar: Women and Documentary

- MIT 398 Undergraduate Seminar: Sports Globalization in Africa
- JOUR 370 Media Law and Ethics*
- JOUR 390 Special Topics: Media and Religion
- JOUR 390 Special Topics: Islam, America, and the Media
- JOUR 390 Special Topics Sports, Media and Society
- ENGL 411 Literature in the Digital Age
- POLI SCI 242 Topics in Political Science: Islamism and Politics in the Middle East
- POLI SCI 242 Topics in Political Science: American Government and Politics
- POLI SCI 387 Advanced Topics in Political Science: Inequality in America
- POLI SCI 390 Undergraduate Seminar: Media and Politics in the Arab World

Courses previously accepted at GU-Q

- CULP 362 Social Issues in Gulf Literature
- GOVT 040 Comparative Political Systems
- GOVT 060 International Relations
- GOVT 221 Presidential Electoral Politics
- GOVT 261 International Political Economy
- GOVT 317 Social Movements and Interest Groups
- GOVT 334 Political Ideologies
- GOVT 361 The New Arab State
- GOVT 379 Department Seminar: Interstellar Politics
- GOVT 382 Comparative Secularisms
- GOVT 417 Gulf Politics
- GOVT 420 Comparative Politics of the Middle East
- HIST 190 Film and US History
- INAF 257 Media in the Middle East
- INAF 324 Global Environmental Politics
- INAF 370 Revolutions in Comparative Perspective
- INAF 393 Islam and Politics
- INAF 422 African Politics and Development
- INAF 451 Migration and Citizenship
- INAF 460 International Relations of the Middle East
- IPOL 233 Public International Law
- IPOL 315 Gulf Security: Contemporary Era
- IPOL 322 Foreign Policy of Middle East States
- IPOL 326 Theory and Politics of Citizenship
- IPOL 327 Sports, Politics, and Society in the Middle East
- IPOL 328 Contemporary Issues in Human Rights
- IPOL 350 Comparative Ethnic Politics and Conflicts
- IPOL 355 Europe and Israel: The Palestinian Conflict Since 1967
- IPOL 368 Islamic Movements IPOL 381 Politics and Foreign Policy of Iran
- IPOL 4481 Resistance, Rebellion, Revolution
- IPOL 3381 Energy Policy in the Middle East
- IPOL 4482 Pol & Soc in Modern South Asia
- GOVT 2806 African Political Thought

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
- JOUR 390-0 Special Topics: Global Perspectives in Strategic Communication
- 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

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.
- 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

- GU Hist 111: Africa I, African History to 1800
- GU Hist 112: Africa II, African History after 1800
- NU Eng 242: African Literature
- NU Hist 242: African History in the Modern Period
- GU Hist 311: Africa the Politico-Economics of Independence

- NU Hist 387: African Decolonization and Liberation Struggles
- GU IPOL 2806 African Political Thought

Elective Courses

- GU INAF 100: Proseminar: Exploring African Religious Traditions*
- GU INAF 100: Topics in Atlantic Slavery*
- GU THEO 171: Liberation Theologies in the United States
- GU CULP 226: Narratives of Genocide and Revolution in Post-Colonial Zanzibar
- NU Hist 242: Medieval Muslim Empires
- NU Rel 242: Sufism
- 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 ANTH 354: Racial Justice in the African Diaspora
- GU INAF 356: Gender Politics in African Cultures
- GU ANTH 356: New Black Atlantic
- GU ANTH 360: War Ethnography and African Conflicts
- NU Eng 387: Middle East and African Graphic Novels
- NU Hist 387: Islam and the Shaping of African History
- NU MIT 398: Sport Globalization in Africa
- NU MIT 398: African Youth Media
- GU IPOL 2602 International Relations
- NU ENGL 379 African Cinema
- NU MIT 398 War (and) Stories
- NU MIT 398 Digital Intimacies in MENA
- NU PHIL 387 Postcolonial Political Theory

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Alfredo Cramerotti, Director, The Media Majlis

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Syed Mehdi, Manager of Technology & Operations
Maha Nasr, Graduate Associate for Social Media and Visibility
Shahnawaz Zali, Manager of Integrated Marketing & Digital Content
Hicham Al Baker, Collection Development and Care Manager

The Writing Center

Kelly Wilson, Writing Center Administrator