



# Undergraduate Catalog

## 2018-19



NORTHWESTERN  
UNIVERSITY  
IN QATAR

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## Purpose of the Catalog

*This catalog is for the academic year 2018-19 starting on 1<sup>st</sup> August, 2018. It 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.*

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## 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.

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## 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, study abroad 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 53 percent of NU-Q students are Qatari citizens. Other individuals are drawn from the Middle East & North Africa, South Asia, North 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 330 students are enrolled on the Qatar campus.

## Accreditation

Northwestern University is accredited by the Higher Learning Commission in the United States ([www.ncahlc.org](http://www.ncahlc.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 has housed in a new, 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 new 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

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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 will feature 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.



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# Undergraduate Education

## 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 ideas, 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 materials 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
- Students for whom English is a second language must present the results of either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)

### ***SAT Subject Tests***

#### ***Recommended for all applicants***

Three of the student's choice in three different subject areas (math, English, social sciences, natural sciences or foreign language)

#### ***Required for Home Schooled Applicants***

In addition to an application for undergraduate admission, homeschooled students must submit three SAT subject exams in different subject areas (i.e. not two sciences, two foreign languages, or two history, etc.)

#### ***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 and the grades received. The student's record should include a minimum of 16 units. (A unit represents a course studied for one year.) The subject recommendations in the following list represent the minimum requirements for entrance to

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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 Procedure***

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

- Complete the Common Application and the Northwestern University in Qatar statement. You may apply online at [www.commonapp.org](http://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 Undergraduate Admission. All candidates should have their records through the sixth semester sent to Northwestern as early in the senior year as possible.
- Take standardized tests as described on page 6.

***Advanced Placement***

In nearly all areas Northwestern awards credit for Advanced Placement Examination scores of 5; in some cases, credit is also awarded for scores of 3 (e.g. Chemistry) and 4 (e.g. Math, Science and Foreign Languages). Specific questions concerning Northwestern's Advanced Placement policies should be addressed to NU-Q Academic Affairs. Northwestern awards credit for distinguished performance on the British General Certificate of Education (A-Level) Examinations, the higher-level examinations of the International Baccalaureate, and certain other foreign university entrance examinations (e.g. French Baccalaureate)

Northwestern also recognizes college credits earned by students before entering the University as freshmen. To qualify for such recognition, the courses must be similar to courses offered at Northwestern; must have been taken at a college or university whose accreditation is recognized at Northwestern; must not have been submitted in partial fulfillment of the normal secondary school graduation requirement; and must have been given on the campus of a college or university and taken primarily by requirement bona fide college students (i.e., high school graduates pursuing a college degree). If candidates have taken college courses that do not qualify for credit under these conditions, they should take Advanced Placement Examinations in the appropriate subjects.

***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 freshman 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 and the Northwestern University in Qatar statement. Submit both online at [www.commonapp.org](http://www.commonapp.org).
- Arrange with the officials of the high school to forward the complete high school report to the Undergraduate Admission.
- Submit results of the SAT/ACT.
- Arrange with the registrar of each college previously attended to forward transcripts of record to the Undergraduate Admission.
- Request a statement of good academic and social standing from the dean of students at the college from which the student is transferring.
- Submit application for admission before the March 15 deadline.

### ***Evaluation of Credits***

An official evaluation of credits earned will be made by Student Records when an admitted student matriculates. Contact [student\\_records@qatar.northwestern.edu](mailto:student_records@qatar.northwestern.edu) for more information.

## **Financial Regulations**

### ***Tuition and Fees***

#### ***Undergraduate Tuition:***

Full-time registration is 3 to 5.5 units of credit in a semester. Students taking more than 5.5 units or fewer than 3 units may be subject to a per unit charge.

Tuition and fees are listed on the [NU-Q website](#). 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 emailed to students via their Northwestern email addresses once each semester. Fees must be paid in full before future semester registrations. Payment due dates are available on our website:

<http://my.qatar.northwestern.edu/finance/billing-payment.html>

### ***Financial Obligations***

Students whose University bills are overdue may not be given an academic transcript until all financial obligations are paid in full. Students whose accounts are overdue must pay a late-payment penalty of 1,092 QAR (US \$300). The registration of a student whose bills are past due may be cancelled or blocked. 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 tenth 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 immediately file a withdrawal form, available at Student Records. The completed form, bearing the required signatures, must be filed at Student Records.

Tuition deposits are not refundable under any circumstances. Tuition, less the tuition deposit, and refundable fees 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. Details may be obtained from the NU-Q Student Finance Manager.

**Undergraduate Registration Requirement Summary**

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. Exceptions must be approved in advance by the Senior Associate Dean.

The NU-Q URR establishes the following semester and course credit requirements:

<b>URR for First-Time NU-Q Freshmen</b>	
Degree Type	4-Year Degree
Semesters at Northwestern*	6 semester
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.

<b>URR for Transfer Students</b>	
Degree Type	4-Year Degree
Semesters at Northwestern	4 semesters
Earned Northwestern Credits	16 semester units

For the purpose of counting 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.

Most study abroad and transfer credit do not count toward either requirement of the URR.

*There are two (2) exceptions:*

1. Completion of Northwestern study abroad programs that offer courses with Northwestern course numbers and the “-SA” course suffix count toward the URR as long as all other provisions are met.
2. NU-Q students who cross register for courses at Education City branch campuses may count those credits as NU residency credits up to a maximum of eight (8) units of credit.

## **Academic Regulations**

### ***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. Duplicate course entries remain on the student’s permanent record and are used to calculate the cumulative grade point average. However, credit is awarded only once.

Credit is not given for certain courses that are prerequisites for a more advanced course if the prerequisite is taken after the more advanced course has been completed. Waiver of prerequisites for admission to courses may be obtained from the instructor concerned or the program in which the course is offered.

Students may not enroll in more than four semester courses, except by permission of the academic adviser. This regulation applies to total credit for courses taken in other 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 with permission of their academic adviser.

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 or vice versa 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. In most cases, no special consent is required. Academic adviser consent is required 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.
- 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**

Students who clearly demonstrate the capacity for upper-level course work will ordinarily be granted credit and advanced standing at the discretion of the Senior Associate Dean. 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 international systems, 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 British Advanced Level exam credit**

For communication majors, up to 4 NU-Q units of exam credit (AP, IB and A Level subject exam) may be applied to elective and distribution (out of major) requirements. For Journalism majors, up to 4 NU-Q units of exam credit (AP, IB and A Level subject exam) may be applied to elective and distribution requirements (literature, history, political science, economics,

math/science, statistics, art/art history, religion/philosophy). For Journalism majors, of the 4 units of exam credit, up to 1 unit A Level subject credit may be applied to the 5-course concentration.

**Transfer a Non-Northwestern Credit**

Students who are approved for summer programs at other accredited institutions can transfer credit for that work to Northwestern, provided the course of study was pre-approved by their Adviser and Senior Associate Dean. A national accrediting body must accredit the transfer

institution; consult the [Northwestern University Study Abroad website](#) to confirm that it is accredited. Only courses with a grade of C or better will be accepted in transfer. 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.

### ***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 Senior Associate Dean. 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 can declare their major at the end of their first semester. 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.

### ***Withdrawal from the University***

Students who wish to withdraw from Northwestern University in Qatar after registering for classes in any semester must file a withdrawal form (available at Student Records). The withdrawal takes effect the day the completed form, bearing the required signatures, is received at Student Records. Students who have taken the final exam may not withdraw and must take the grade they earned. (See also Withdrawal from the University: Refunds under Financial Regulations.)

### ***Readmission and Re-entry to the University (FRET)***

Students who have not registered for one or more semesters of an academic year must file at Student Records 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 Session.

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.

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. If a leave lasts for longer than five years, a student will have to re-apply to the University.

### ***Work at Other Institutions***

After enrolling at NU-Q, students who want to study at other accredited institutions and transfer credit for that work to NU-Q must obtain advance approval of their proposed study. Forms for obtaining such approval are available from an academic adviser.

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If courses are taken elsewhere during an absence from Northwestern (or during the summer), 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.

Students may not register concurrently at NU-Q and at another institution and receive transfer credit for work taken at the other institution unless permission is granted in advance by the director of the student's program.

***Application for a Degree Petition to Graduate***

Students must file a degree petition in Academic Affairs 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.

***Academic Advising***

Academic advising is an essential component of an undergraduate education. All first-year students are assigned an academic adviser in Academic Affairs. The adviser offers support and guidance, and is a valuable source of information regarding courses and academic goals. First-year students are required to meet with their advisers no fewer than three times during the first semester.

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, petitions to graduate, and resources within and outside NU-Q.

***Classification of Students******Students are classified as follows:***

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

***Student status is defined as follows:***

- Full-time: enrolled in at least 3 semester courses or the equivalent
- Half-time: enrolled in at least 2 but fewer than 3 semester courses or the equivalent
- Part-time: enrolled in fewer than 2 semester 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 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

***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.

***Incomplete Course Work***

At the end of a semester a grade of X or Y will be given if the instructor believes the student has a reasonable chance of passing the course by taking an examination or turning in the required work, or both. Students should contact Academic Affairs for regulations concerning X and Y grades. The grade of "X" indicates that a student will be absent from the final examination due to reasons beyond his/her control. The grade of "Y" indicates that a student will not be able to complete assigned work (other than a final examination) because of illness or other circumstances beyond personal control.

An incomplete grade contract must be completed, approved and signed by the instructor no later than the last regular class meeting of the semester. The instructor must approve the incomplete and verify remaining assignments required for the student to receive a grade. The student will then have one semester to complete the work while in residence in any school of Northwestern, or within one year after the course was offered if not in residence for the class and receive a grade. Any extension beyond one semester will only be made with written approval of the Senior Associate Dean prior to the end of the one semester period. Failure to

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complete the outstanding work by the deadline, or within an extension approved by the Senior Associate Dean ahead of time, will result in the X/Y grade being changed to an F on the transcript.

A notation of K must be resolved before graduation. An unresolved K will be changed to Y and the grade point average recomputed.

### ***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 Mass Media and Society, JOUR 202-0 Journalism in the Digital World, MIT 190-0 Media Construction and MIT 220-0 Analyzing Media Texts.

### ***Regular Examinations***

Regular course examinations are held during the last week of each semester at the times indicated on the Academic Calendar. Summer Session examinations are usually held at the last class meeting. Students are responsible for knowing the time and location of each examination. Early examinations are not permitted. Permission to be absent from the final examination is given by the instructor only for causes beyond the student's control. Normally, such permission must be secured in advance of the date of the examination. Any deficiency must be made up before the end of the next semester in which the student is in residence in any school of Northwestern, or within one year after the course was offered if not in residence, or credit is forfeited. Final exam conflicts will be resolved on an individual basis. It is the responsibility of the student to inform Student Records no later than the end of week eight that a conflict will exist.

### ***Makeup of Course Work and Examinations***

All undergraduate students in residence in any school of Northwestern University, including NU-Q, must make up grades of X (absent) and Y (incomplete) before the end of the next semester, or credit is forfeited. Students not in residence must make up all such grades within one year after the course was offered, or credit is forfeited. Those not in residence must also apply for any makeup examinations in advance. Permission to take a makeup examination to remove a grade of X must have the written approval of the instructor and the director of the program that offered the course. Makeup examinations are conducted early in each semester. An application for a makeup examination must be filed several weeks in advance at Academic Affairs.

### ***Class Attendance and Absence***

Students are expected to attend all sessions of the courses for which they are registered. Excessive absence is cause for failure in the course. Some courses require attendance at the first class meeting; students may be dropped for nonattendance.

### ***Grade Reports***

Semester grades can be accessed through CAESAR ([www.northwestern.edu/caesar](http://www.northwestern.edu/caesar)). A printout of the CAESAR record may be made for verification purposes. Notices of deficiencies in scholarship may be reported to the student before the end of the semester, but the University does not assume the responsibility of issuing such warnings.

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***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 an incomplete (a grade of "Y")
- 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, s/he is urged to discuss the grade first with the instructor within 14 calendar days after the start of the next semester.

If the student is not satisfied with the outcome of the discussion with the instructor, s/he 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 Senior Associate Dean. The Program Director (or Senior Associate Dean, 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 Senior Associate Dean in the case where the director is the instructor) is deemed final.

***Transcripts***

Students who have satisfied all financial obligations to the University are entitled to an official transcript of their academic records, which they may order from Student Records or online through CAESAR. NU-Q Student Records is committed to safeguard the personal and academic data of our students and electronic transcripts are the easiest, efficient and most secure method to order paper transcripts or the new electronic transcript delivery. An official transcript bears the University Seal and a signature certifying its authenticity.

Electronic transcripts are available to be downloaded (maximum of 3 downloads per transcript) 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.

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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. Former students who no longer have access to CAESAR should consult Student Records.

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 [www.registrar.northwestern.edu/academic\\_records/FERPA\\_policy.html](http://www.registrar.northwestern.edu/academic_records/FERPA_policy.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

### ***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.

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## ***Academic Integrity***

### ***Northwestern University in Qatar Integrity Code***

All NU-Q students are required to uphold the Northwestern University in Qatar Integrity Code that requires adherence to principles of honesty, fairness and integrity in academic efforts

and related professional media, journalism and communication work, whether students are in school, on residency, on an internship or a job, or acting as a volunteer in a professional or academic activity.

### ***Northwestern Academic Integrity Guidelines***

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

Students enrolled at NU-Q must adhere to the University's standards of academic integrity. Questions about the acceptability of specific behavior should be addressed to the appropriate faculty member or the director of the student's program of study. The following is a non-exhaustive list of types of behavior that violate the standards of academic integrity:

- 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 to do one's work and submitting that work under one's own name; 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 (material discussing the use and acknowledgment of sources is available in Academic Affairs)
- 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; 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
- 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, 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; interfering with the use or availability of computer systems or information

It is the responsibility of every member of the academic community to be familiar with the specific policies of his or her school. A student who violates these policies may be subject to

sanctions, including but not limited to one or more of the following: a letter of warning; a defined period of probation with the attachment of conditions; a period of suspension with or without the attachment of conditions; course failure; notation on the official record; exclusion from the University, with notation on the transcript; or revocation of an awarded degree.

A student may not change his or her registration in a course in which a violation of academic integrity has been alleged, regardless of whether the allegation has been referred to the designated school official. Nor may a student receive a University degree while a finding is pending or while a suspension has been imposed pursuant to a finding. Information on procedures that will be followed in cases of alleged dishonesty can be obtained from

Academic Affairs. A complete statement of the University's principles regarding academic integrity can be obtained from Academic Affairs.

### ***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 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 NU-Q. A student will be notified in writing no later than the middle of a term that, because of unsatisfactory work in a previous term or terms, he or she will be excluded in the event of unsatisfactory work during the term for which the notice is issued.

The following are ordinarily placed on academic probation:

- Students who have received final grades below C in two or more courses in any semester or Summer Session
- Sophomores, juniors, or seniors who have a cumulative academic record below a C average on all work attempted at Northwestern University, including Northwestern University in Qatar and cross-registration courses
- Students who have failed to complete at least 3 semester courses or the equivalent in each of two 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 four semesters of residence
- Students who have failed to maintain a 2.0 in MIT courses
- Students who have failed to maintain a 2.25 in journalism classes

Additional conditions of academic probation may be established as NU-Q may deem appropriate.

***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 are rarely removed from probation on the basis of a program consisting of less than four courses graded on a basis other than the pass/no credit option.

If students on probation who receive grades of X or Y are not dismissed, probation continues until they have completed all courses or until the end of the next semester in residence, when the students' records are again subject to scrutiny.

In no case are students removed from probation at the end of a semester in which they have failed any course.

***Academic Suspension or Dismissal***

The following is a partial list of categories of students who may be suspended or 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 performance has not improved significantly during the period of probation (which will not normally exceed two consecutive semesters)
- Students not on academic probation who fail in half the work in any semester or Summer Session
- Students who demonstrate flagrant neglect of academic work at any time
- Students who do not make satisfactory progress toward completion of degree requirements

As a matter of general policy, the probation period for a freshman may be extended to the third semester of residence if such extension appears to be in the best interests of the students and NU-Q. Such consideration is not granted to a freshman whose record clearly discloses lack of aptitude or neglect of work.

***Disciplinary Suspension or Dismissal***

Students suspended from NU-Q may not receive Northwestern credit for academic work at any other institution during the period of suspension.

***Dean's List***

The Dean's list is announced at the end of fall and spring term of each academic year.

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 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 3.750.

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

***Graduation with School Honors***

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 the Northwestern University in Qatar graduating students. Latin Honors are determined by grades in all work completed at NU-Q. Latin Honors take into consideration all students within the school as a whole and do not distinguish between individual degree programs in the school, such as Journalism and MIT. Courses taken through cross registration or transferred to NU-Q from another university may count toward graduation, but may not be included in the compilation of the NU-Q grade average (GPA).

**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 determination of the overall GPA. Students who need a record of grades received in cross registered courses should contact the host campus for an official transcript.

***Study Abroad***

Academic Affairs, in conjunction with Student Affairs, provides information and academic advising services to students interested in study abroad. The opportunity to study abroad can be an academically rewarding experience. Several types of study abroad programs may fit nicely within a student's academic planning. NU-Q sponsored programs—such as the Northwestern University in Evanston Exchange—provide affiliated curricula designed by NU-Q faculty to complement their academic study. Space in these programs may be limited and a variety of prerequisites may be applicable. Affiliated programs may occur throughout the year.

Some students choose to participate in non-NU-Q study abroad programs. Except under extraordinary circumstances, students may only do so during the summer. NU-Q's curriculum and course availability is carefully constructed around a commitment to fostering and benefiting from a community in which students and faculty work together to meet the school's high levels of academic expectations. Before enrolling in any summer program, it is the student's responsibility to work with her or his academic adviser to identify possible implications for financial support, time to graduation, and the applicability of courses for transfer and/or fulfillment of NU-Q requirements.

All students approved by Northwestern to participate in an unaffiliated program are withdrawn from NU-Q while abroad. Because study abroad often requires special language or other preparation, interested students should consult with Academic Affairs early in their NU-Q careers.



***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 Affairs 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.

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## Resources and Services

### Library Resources

As members of both the Northwestern and Education City community, students have access to a wealth of information resources, media, and services through the NU-Q Library.

As one of the leading private research libraries in the United States, the Northwestern University library system serves the educational and information needs of its students and faculty, as well as scholars from around the world. Its collection of over 7 million print and electronic volumes and 304 terabytes of unique Northwestern University produced digital content includes books, journals, maps, films and videos along with portfolios of distinguished special collections -- notably the internationally recognized Africana, Music and Transportation libraries. It connects 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.

In addition to the resources that NU-Q students have access to through other NU libraries, 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 comprise more than 24, 000 items and continues to grow every year. 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, media studies, and liberal arts. Of special note are the library's online subscriptions to *Al Manhal*, the world's only provider of peer-reviewed and copyright-protected Arabic publications, *Business Development MENA*, formerly *Zawya*, a preeminent source of Middle East and North Africa business intelligence, and PANI (Pan Arab Newspaper Index).

Beyond its collections, the NU-Q Library actively supports the pursuit of academic excellence at NU-Q. The library maintains extended service hours and serves as one of the core university spaces where students study, collaborate, 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 career 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/>

## Information Technology Services

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. 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](mailto: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.

Every full time NU-Q student is provided a notebook computer upon arriving on campus. Traditional computer lab facilities are also available. Several 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 ([www.northwestern.edu/caesar](http://www.northwestern.edu/caesar)), 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 (<http://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.

At the beginning of each academic year, NU-Q IT welcomes new students to Northwestern with a series of information sessions that introduce them to the University's electronic environment. These sessions prepare students to use the wide range of technology opportunities at Northwestern University in Qatar by helping them to understand Northwestern's electronic identity (Net ID) and to master Northwestern University in Qatar's online resources.

Students are encouraged to review and are expected to abide by the University policies about technology rights and responsibilities found at [www.it.northwestern.edu/policies](http://www.it.northwestern.edu/policies)

## **Student Affairs**

Student Affairs is dedicated to providing services that complement the student educational experience and engage the diverse community while supporting the growth and development of the students to prepare them for future careers in the global media environment.

Student Affairs will provide support to the students by leveraging the facilities at NU-Q and Education City, partnering with the community and other schools, and taking advantage of Qatar's global location. The office will also develop programs that combine the vision and traditions of Northwestern University of Evanston with the cultural and social traditions of Qatar and the surrounding region.

Student Affairs 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 school 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 respects local customs, traditions, and our diverse community

### ***Hamid Bin Khalifa Student Center***

The nearby Hamid Bin Khalifa Student Center 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 residence halls. Centrally located on the Education City campus and within easy walking distance of NU-Q classrooms and offices, the accommodation has 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 HBKU Student Center, is the primary health care center for all Education City students and is currently free of charge with your student insurance card. The QF PHCC is staffed by general physicians, a gynecologist, dentists, nurses, and most recently, a psychiatrist. The Center provides routine curative health services, basic dental care, counseling, and emergency and trauma care.

Additionally, Kholoud Pharmacy, located in the HBKU Student Center and within QF PHCC, can provide students with the prescriptions QF PHCC physicians order.

### ***Health Insurance***

NU-Q requires all enrolled students to have Qatar national health coverage, as well as the identified supplementary private insurance. 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 should obtain the national health coverage and submit copies of both sides of the valid national health card to the Counseling, Health and Wellness Office. Additionally, all students will automatically be enrolled in the supplementary private insurance plan at no additional cost. All students must complete the application for insurance and submit it to Counseling, Health and Wellness. Students with an incomplete health insurance file are ineligible to register for classes and, if applicable, jeopardize residency privileges in on-campus housing. Housing assignments and visas of international students will be held until the information is received.

### ***Immunizations***

NU-Q requires all enrolled students 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, Health and Wellness. Students with an incomplete health file are ineligible to register for classes and, if applicable, jeopardize residency privileges in on-campus housing. Housing assignments and visas of international students will be held until the information is received.

### ***Fitness and Recreation***

NU-Q encourages students to maintain personal fitness and to participate in various NU-Q sports teams, as well as take advantage of the recreational facilities within Education City. Northwestern University in Qatar students have access to the Hamad Bin Khalifa University (HBKU) Student Center and the Education City Recreation Center. The Student Center 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, Health, and Wellness***

NU-Q recognizes how health is central to the personal, academic and professional success of students. NU-Q Counseling, Health, and Wellness (CHW) is a campus resource for all currently enrolled students and its services are free of charge. CHW 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, coordination of medical leave of absence, and communication with faculty regarding student absences. 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***

NU-Q has a strong institutional commitment to the principle of diversity in all areas. Admission to NU-Q and any of its sponsored programs is open to all qualified individuals. NU-Q 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. NU-Q provides academic accommodations and auxiliary aids to students with disabling conditions, as defined under the United States law, who are otherwise qualified to meet the institution's academic requirements. AccessibleNU-Q is located in the Student Affairs suite and additional information can be found at <http://www.qatar.northwestern.edu/life/student-services/counseling-wellness/services-students-with-disabilities.html>

## **Campus Regulations**

### ***Northwestern University in 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 NU-Q students, or while NU-Q 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***

NU-Q students driving motor vehicles within Education City are required to Vehicle Access Tag issued by the Qatar Foundation. Applications are available from NU-Q's Division of Student Affairs. Students are requested to drive safely and with consideration for other road users and pedestrians at all times. Speed limits are posted throughout Education city.

### ***Personal Losses***

Neither Northwestern University nor Northwestern University in 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 Emergency Room or the nearest security guard

### ***Identification Cards***

The 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 University in Qatar library.

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

Northwestern University Qatar will also issue you a NU-Q ID. This ID is required to be worn and visible at all times when within Education City. This ID will be issued to by NU-Q FM upon enrollment. Loss or stolen cards should be reported to NU-Q's Division of Student Affairs.

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## Key to Course Numbers

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.

### ***Numbering System***

Three sets of characters denote all courses:

- The first set is the subject code indicating the area of study.
- The second set is a three-digit course number:
  - 100-level courses are primarily for freshmen and sophomores, usually without college prerequisite.
  - 200-level courses are primarily for freshmen, sophomores and juniors, sometimes with the prerequisite of a 100-level course in the same or a related department.
  - 300-level courses are primarily for upper-class students, with the prerequisite of junior standing or a 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
  - -1, 2, 3 = three-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.

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## Communication Program

### Major in Media Industries and Technology (MIT)

Communication students major in a course of study called “Media Industries and Technology,” which builds upon a proven curriculum at Northwestern’s Evanston campus while offering special focus and resources unique to Northwestern’s Qatar campus.

The MIT major within the Communication Program prepares students for creative, research, or executive roles in media and communication industries, and for responsible civic participation. Its graduates will be effective leaders, researchers, and storytellers fully versed in the various forms, functions, theories, and contexts of the media; skilled in the construction of research-based media products and of creatively informed research projects; adept at working individually or collaboratively; trained in the history and utilization of media technologies; and conscientious about ethical production, consumption, and use of the media.

Previous graduates have worked for television stations, film studios, radio stations, and talent agencies; managed digital communication plans for corporations; or analyzed audiences and social media strategies for organizations. MIT graduates may pursue careers in creative industries, academia, advertising, corporations, nonprofit organizations, cultural associations, and government agencies and ministries, among other places.

Founded by Robert Cumnock in 1878, the School of Communication at Northwestern University in Evanston is now the third largest of Northwestern’s six undergraduate divisions. Today the five departments in the School represent the diverse spectrum of study in the field of communication: Communication Sciences and Disorders; Communication Studies; Performance Studies; Radio/Television/Film; and Theatre (including Dance). The Communication Program’s major in Media Industries and Technology combines aspects of the Evanston campus’s Communication Studies and Radio/Television/Film departments.

The MIT major comprises three main areas of study: media history and aesthetics; media industries, audiences, and effects; and media design and production. Students are welcome to organize their selection of courses around their area(s) of interest, although it is not mandatory to do so. Courses in *media history and aesthetics* cover the variety of conventions and styles in media making; the history of various media industries, technologies, and theories; and relevant historical, political, economic, and social contexts and functions of media. Courses such as MIT 220: Analyzing Media Texts, MIT 230: Understanding Media Contexts, or MIT 351: National Cinema fall under this category.

Courses in *media industries, audiences, and effects* cover media industries, their products, their uses, and their contexts; theories of communication, especially concerning media messages, audiences, and effects; the role of governments and social movements in the uneven regulation or application of media; and the relationship between legacy and new media technologies. Courses such as MIT 212: Exploring Global Media, MIT 353: Arab Television Industries, or MIT 355: Audience Analysis are included in this category.

Courses in *media design and production* immerse students in the concrete elements of visual storytelling by offering hands-on encounters with a range of media technologies and



production methods. Courses such as MIT 190: Media Construction or MIT 390: Directing for the Camera fall under this category, as do courses in screenwriting or dramatic performance.

### **Academic Policies**

All undergraduate students enrolled in Communication courses are held accountable to Northwestern University's standards of academic integrity (see Academic Integrity in the Undergraduate Education chapter of this catalog). They also are responsible for compliance with the following standards:

- Attendance is required in all courses, and excessive absence is cause for failure.
- Credit will not be given for two courses that meet at the same time.
- All assigned work must be completed to receive course credit.
- Assignments must be turned in on time, and examinations must be taken as scheduled; assignments cannot be made up or grades of incomplete given without prior approval from the instructor.

### **Undergraduate Grade Requirements**

Credit for work taken at other colleges or universities requires approval by petition. Of the required 32 units, 25 must be completed with grades of A, B or C (grades of C- do not satisfy this requirement). A minimum of 12 units must be taken outside the MIT major program. All courses applied to the major and all distribution courses must be completed with a grade of C- or higher. Courses offered in the MIT program may not be taken for a P grade. D and P grades may apply only to elective requirements. A student may only earn a P in two courses. A placement interview with an adviser is required at the time of first registration for all transfer students.

### **Course Requirements**

The 32 units required for the major in Media Industries and Technology include distribution requirements, courses in the major, and elective courses. (Most courses earn 1 unit.) Students should consult with their advisers about selecting courses to fulfill their distribution and elective requirements.

### **Distribution Requirements**

Twelve units outside of the major, including

- First-year core curriculum
  - English 103-1: First-Year Writing, Semester-1
  - English 103-2: First-Year Writing, Semester-2
  - JOURN 202-0: Journalism in the Digital World
  - INTERDIS 201-0: Media and Society
- INTERDIS 203-0: Ways of Knowing (taken during the second year)
- JOURN 370-0: Media Law and Ethics (typically taken in the third or fourth year)
- One STEM (Science, Technology, Engineering, or Math), quantitative, or logic course; courses will be approved by the Program Director
- Five additional units in any non-major area, at least three at the 300 level or equivalent

### **Major courses**

Ten units within the major

- MIT 220-0: Analyzing Media Texts
- MIT 190-0: Media Construction (190 and second-year standing are the prerequisites for all 300-level production courses)
- GEN CMN 201-0: Research Methods (taken during the second year)

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- Seven additional units in MIT, five of which must be at the 300 level
  - MIT 349 (Internship), MIT 387 (Research Practicum), and MIT 399 (Independent Study) count as elective credits only

### **Electives**

Ten additional units in any area at any level, which may include up to two combined units of independent study and/or practicum and up to four units internship.

### **Internships**

Students are encouraged to pursue an internship for credit during the summer or the academic year. Credit is assessed based on the number of hours or weeks worked. Credit may be awarded up to four units. Internship units may not be counted toward the major.

### **Independent Studies and Research Practicums**

MIT majors, typically in the third or fourth year, may take MIT 387 or MIT 399 to supplement their coursework, but no student may take more than two units of *either* MIT 387 *or* MIT 399 at any point. 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.

### **Courses**

#### ***Courses in General Communication***

**GEN CMN 201-0 Research Methods in Communication Studies** - Foundations of knowledge in many areas of the field, including the nature of interpersonal interaction and the impact of mass media; how communication researchers do their work; and how to judge the quality of research products. Required for MIT majors. Typically taken during the sophomore year.

#### ***Courses Primarily for First- and Second-Year Students***

**MIT 143-0 Acting: Basic Techniques** - Introduction to basic principles of acting for achieving fundamental communication, storytelling, and performance skills useful in any career choice, on stage and in life.

**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.

**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.

**MIT 214-0 Communication Technology and Society** - Examination of how communication technology shapes society, and how people shape technologies and their effects. Explores social, economic, and political influences on technology design and the implications of communication technologies for relationships, communities, organizations, design, and public policy.

**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.

**MIT 230-0 Understanding Media Contexts** - Media industries as social and cultural forces; ideological and political dimensions of the media.

**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 instructor.

**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/w

orkshop. Prerequisite for upper-level MIT writing courses.

**MIT 298-0 Undergraduate Seminar** - Special topics may be taken more than once for credit, depending on changes in topic. Typically intended for first- and second-year students.

***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.

**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.

**MIT 321-0 Radio/Television/Film Authorship** - Idea of authorship in the media and an examination of different uses of author theory related to the work of particular artists.

**MIT 322-0 Radio/Television/Film Genre** - Exploration of the concept of genre in the media through focus on particular case studies and examples, with reference to popular American and global forms.

**MIT 325-0 Film, Media, and Gender** - Explores issues of gender in film and media. Introduces students to major debates and theories regarding gender and sexuality in the media.

**MIT 326-0 Film and Television Criticism** - Contemporary critical methods applied to film and/or television. Students read literature on critical methods and analysis and write critical analyses of films and television programs.

**MIT 330-0 Creative Collaboration** - A combination of lecture, discussion, and production lab participation implementing the directing and design 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.

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**MIT 341-0 Story in Performance** - Theory, principles, and techniques of interpretation of drama from the point of view of the actor. Prerequisite: 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.

**MIT 343-0 Health Communication** - Examination of how communication can enhance and maintain the wellbeing of citizens in intentional health care contexts.

**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. Second- and third-year students 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.

**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.

**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.

**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. May be taken twice for credit, depending on changes in topic. Prerequisite: MIT 260.

**MIT 379-0 Topics in Film/Video/Audio Production** - In-depth study and practice of one area of film, video, or television production. May be taken more than once for credit, depending on changes in topic. Prerequisite: MIT 190.

**MIT 380-0 Lighting and Cinematography** - Techniques, aesthetics, and technologies of lighting and the moving-image camera. Prerequisite: MIT 190.

**MIT 382-0 Sound Production** - Techniques and technologies of audio production, emphasizing location recording. Survey of techniques used for moving-image production, experimental audio, and radio production. Postproduction includes work with a digital audio workstation. Prerequisite: MIT 190.

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

**MIT 388-0 Internet and Society** - The social, cultural, political, and economic implications of information technologies.

**MIT 389-0 Global Culture and Communication** - Examination of current topics and events to familiarize students with the cultural dimensions of globalization and the critical importance of culture and communication in understanding the globalized world.

**MIT 390-0 Directing** - Single-camera dramatic directing, including visualization and breakdown of scripts, camera blocking, and working with actors. Prerequisites: MIT 190.

**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; pre- production, directorial communication, blocking, pacing, visualization. Prerequisite: MIT 190 and 380.

**MIT 392-0 Documentary Production** - Students examine documentary practices and produce their own shorts. Prerequisites: MIT 190.

**MIT 393-0 2-D Computer Animation** - Students explore techniques in the 2-D sphere and incorporation of visual design principles. Prerequisites: MIT 190.

**MIT 395-0 3-D Computer Animation** - The fundamental concepts and techniques of 3-D computer modeling and animation. Use of elements acquired in camera-based production techniques to create a rendered animation. Prerequisites: MIT 190.

**MIT 398-0 Undergraduate Seminar** - Student-or faculty-initiated seminars to consider special topics. May be taken more than once for credit, depending on changes in topic.

**MIT 399-0 Independent Study** - Prerequisite: consent of Program Director after submission of petition.

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## Journalism and Strategic Communication Program

### Major in Journalism

The journalism degree at Northwestern University in Qatar is offered by the internationally respected Medill School of Journalism 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 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 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. As a part of their major, students select from a variety of 5-week, hands-on courses within the Newsroom module. 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 or communication/public relations agencies.

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.

## Academic Policies

### Requirements for the degree of bachelor of science in journalism

The bachelor of science in journalism and strategic communication program consists of three components:

- 12-13 journalism units
  - 12 distribution requirements
  - 7-8 elective units
- A minimum of 32 units must be completed at the university level. (Generally, 1 unit is the equivalent of 1 NU-Q course.)
  - Of the 32 units, at least 19 must be earned in courses outside of the journalism and strategic communication program, and at least 12, but no more than 13, must be earned in journalism and strategic communication program courses. Students with more than 32 units may take additional journalism units.
  - No course may be counted in more than one requirement category.

Exceptions to any degree requirements must be approved by the Senior Associate Dean and the Director of the Journalism and Strategic Program. All independent study credit must be approved by the Director of the Journalism and Strategic Program.

### Grade Requirements

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

- The journalism GPA is an average of the grades (including F's) in all journalism courses attempted.
- Students who earn a grade of D or lower in a journalism course must retake the course until they have earned a C- or better.
- When journalism courses are repeated, both grades are computed in the GPA; one course does not substitute for another.
- Before starting the Journalism Residency, students must earn a grade of C- or better in courses such as Information Gathering and Assessment; Journalistic Storytelling across Media; Audience Insight: Analytics, Engagement and Online Behavior and Media, Law and Ethics and have a minimum GPA of 2.25 in journalism courses. Students who matriculated in the Journalism major before Fall 2016 must have attained a grade of C or better in Journalism 301.
- 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 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 journalism courses (except for the Journalism 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 Residency). Only one course per semester may be taken P/N.

## **Academic Options**

### **Strategic Communication Certificate Program**

The Strategic Communication Certificate Program enhances student learning in applied communication and broadens the scope of the major with marketing communications, public relations, advertising, corporate communication, and digital communication skills. With a certificate in strategic communication, students are distinguished from their peers and well-tooled to work in a variety of entry-level jobs in communication/public relations firms and agencies, industries, businesses and institutions.

## **Academic Offerings**

### ***Journalism***

#### ***Major in Journalism (32 units)***

Students pursue a major in journalism and can earn a certificate in strategic communication, which is outlined on page 43.

#### ***Arts and sciences 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 in formal studies and can be satisfied by GEN\_CMN 202-0 News and Numbers or a course from NU-Q's approved formal studies course list
- 2 units in historical studies. One unit is satisfied by INTERDIS 201-0 Media & Society. The second unit is not limited to history department offerings and can be any course from NU-Q's approved historical studies course list.
- 1 unit in literature and fine arts is satisfied by MIT 220-0 Media Texts
- 1 unit in the natural sciences, computer science or another formal studies course
- 2 units in philosophy, religion, ethics or values. One unit can be satisfied by Ethics for Media Professionals. 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 Sciences is satisfied by INTERDIS 203-0 Ways of Knowing

#### ***Elective requirements (7-8 units)***

- 3 of the 7 units must be in the 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



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**Major Requirements (12-13 units)****Core courses (6 units)**

The core comprises 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 (1 unit)
- JOUR 202-0 Journalism in the Digital World (1 unit)
- JOUR 301-1 News Gathering and Assessment (1 unit)
- JOUR 303-0 Audience Insight (1 unit)
- JOUR 370-0 Media Law (1 unit)
- STRATCOM 303-0 Introduction to Strategic Communication (1 unit)

**Immersive Course (1 unit)**

Students take one course 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 (1 unit)
- JOUR 321-0 Magazine and Feature Writing (1 unit)
- JOUR 323-0 Video Journalism (1 unit)
- JOUR 390-0 Special Topics Fashion Journalism (1 unit)
- JOUR 390-0 Special Topics Sports Journalism (1 unit)
- JOUR 390-0 Special Topics Health Journalism (1 unit)

**Journalism Residency (2 units)**

As a part of the journalism curriculum, all students complete a 10-week, full-time internship in an area of their interest. This typically takes place spring of the third year. Many students go to sites outside Qatar for their placements. Students must enroll in one of the following:

- JOUR 345-0 Journalism Residency in Digital News (2 units)
- JOUR 355-0 Journalism Residency in Magazine (2 units)
- JOUR 365-0 Journalism Residency in Broadcast Reporting (2 units)
- JOUR 395-0 Strategic Communication Residency (2 units)

**Journalism and Strategic Communication Electives (2-3 units)****The Newsroom**

The Newsroom comprises five 5-week lab courses in NU-Q's new digital newsroom to provide students with practical opportunities to put their theoretical and conceptual learning to the test. These elective courses are a place for students to experiment and innovate. Students choose five courses from a variety of choices such as:

- JOUR 304-0 360 Video Journalism
- JOUR 305-0 Podcasting
- JOUR 306-0 Introduction to Broadcast Production
- JOUR 307-0 Basic Media Design
- JOUR 308-0 Introduction to Graphics
- JOUR 309-0 Sports Copy Editing

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## 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: 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 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: Journalistic Storytelling across Media

### **JOUR 303-0 Audience Insight**

Learn who your audience is and determine the best way to reach them. Move beyond traditional audience analytics and explore audience motivations for consuming media content. Learn how to create valuable content and develop systematic approaches to audience analysis. The course will help under you better understand the importance of audience research and what methods are most appropriate to identify your target audience. Prerequisite: Information Gathering and Assessment

### **JOUR 304-0 360 Video Journalism**

Video journalism in 360 degrees is here. This course will introduce you to the challenges and opportunities of this evolving platform for immersive journalism and give you the chance to experiment with a rapidly developing piece of technology when you complete your own immersive journalism project using 360-degree video. This course will equip you with the background and hands-on knowledge to get started leading your own 360 video journalism projects.

### **JOUR 305-0 Podcasting (5 Weeks)**

This course will introduce you to audio storytelling that combines in-depth reporting with strong, character-driven narrative features. Such stories commonly appear on established podcasts like This American Life, Radiolab and Embedded and many others. The course will run as a small newsroom, complete with pitch meetings and workshops. After a quick

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introduction to audio equipment, you will create two broadcast-worthy audio features. You will produce your stories through an editing workflow and will workshop each other's stories. We'll cover how to best write for the ear, and you'll receive coaching to record narration in the studio. We will spend time every week listening to excellent audio stories to help you learn to identify what makes for good radio story subjects and sources.

**JOUR 306-0 Broadcast Production**

This course will be an introduction to broadcast production and will cover techniques of gathering, reporting, and producing video news with special emphasis on production and writing. This will be accomplished through lecture/discussion and exercises. Upon completion of this course students should be able to write/produce short newscast and will also be comfortable presenting and reporting for live broadcast.

**JOUR 307-0 Basic Media Design**

Basic Media Design is an introductory course that develops a student's ability to analyze and create designs using basic design principles and theory applicable to all media design. The course is based on the application of the fundamental elements of art. Students are introduced to tools and techniques used in today's media industry to undertake a study of two-dimensional design that emphasizes visual communication principles. Topics include basic terminology and graphic design principles, introduction to the fundamentals of design, typography and color theory. Form, balance, structure, rhythm, and harmony are studied in black and white and in color. This course lays the foundation for more advanced design print and digital design courses.

**JOUR 308-0 Introduction to Graphics**

Students will be introduced to the foundational principles of two-dimensional visual representation of information. Each lesson will split the focus between discussing key components of design practice and introducing a format for representing information graphically. The class consists of a deep study of information graphics, including the use of charts, maps, diagrams and illustrations to tell stories. Students will learn to create effective graphical displays of evidence and information to prepare them for more advanced graphic design courses.

**JOUR 309-0 Sports Copy Editing**

Sports copy editing teaches students to hone their writing and editing skills by introducing basic copy-editing skills that can be used in both print and digital environments. In addition to perfecting basic grammar, spelling and punctuation skills, students will be introduced to the specific challenges presented by sports copy. Emphasis will be placed on working with jargon, raw data and statistics, which frequently appear in sports journalism and sports marketing copy. Students will also learn to edit and proof-read visual elements, including graphs, charts, tables and other data visualizations that are likely to appear in sports media.

**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, Audience Insight: Analytics, Engagement and Online Behavior.

**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

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service journalism, and marketing ideas for articles. Prerequisites: Prerequisites: Information Gathering and Assessment, Journalistic Storytelling across Media, Audience Insight: Analytics, Engagement and Online Behavior.

**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 345-0 Journalism Residency in Digital News (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 in Magazine (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 in 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 topics course.

**JOUR 390-0 Media and Religion**

Among the most consequential media narratives today are those that concern religion. Media discourses about faith, its practices, contestations, and political manifestations are provoking crucial global conversations. Religion-based media narratives are also attracting greater attention in journalism and in academia. In this class, you will be introduced to the study of

the relationships between the mighty forces of media and religion. You'll examine the content, evolution, and pathways of these media products in news, commentary, entertainment, and/or social media.

### **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 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.

**Note: Some courses will be offered on an occasional basis.**

## **Strategic Communication**

### ***Overview of the Strategic Communication Certificate***

#### ***Coursework***

The Certificate requires four courses, which must meet the following requirements:

- 3 core and 1 approved elective
- The 3 core courses must be completed at NU-Q
- The elective course must be completed at NU-Q
- Courses must be graded. Pass/No credit classes may not be used
- Grades of C- or better are required for all Certificate courses.

#### ***Core Courses:***

- STRATCOM 303-0 Introduction to Strategic Communication (all JOUR students matriculating August 2016 are required to take this class)
- STRATCOM 305-0 Corporate Storytelling
- STRATCOM 320-0 Strategic Communication Campaigns

#### ***Elective Courses:***

- STRATCOM 307-0 Digital, Social and Mobile Marketing
- JOUR 390-0 Global Perspectives in Strategic Communication

#### ***Course Repeatability rules:***

- Students who have completed IMC 330-0 before fall 2016 or IMC 303-0 before fall 2016 may not receive credit for STRATCOM 303-0.
- Students who have completed IMC 331-0 before fall 2016 may not receive credit for STRATCOM 305-0.
- Students who have completed IMC 332-0 before fall 2016 may not receive credit for STRATCOM 320-0.

### **STRATCOM 303-0 Introduction to Strategic Communications**

Introductory course in which students learn about the basic foundations of Strategic Communication (SC); become familiar with SC practices such as advertising, public relations, branding, promotions, social media marketing, and mobile marketing; understand the integrated approach to SC; explore issues shaping the practice of SC such as ethics and industry standards; discover career opportunities and types of jobs in strategic marketing communications in the non-profit sector, the private sector, or the government.

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**STRATCOM 305-0 Corporate Storytelling**

Develop message strategies for communicating with consumers and other audiences. Emphasis on understanding audiences, using persuasive approaches and developing content strategies for brand communications. Learn narrative and messaging strategies and techniques in corporate and professional contexts. Hands-on exercises in writing, digital and social media for strategic communication.

**STRATCOM 307-0 Digital, 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-of-breed- social monitoring, web analytics, social marketing systems, blogs, Twitter, Google Plus, LinkedIn and other tools.

**STRATCOM 320-0 Strategic Communication Capstone Campaign**

Students develop a comprehensive marketing communications program in a real-world setting. Final product consists of a report that outlines the learning and insight that led to the strategic, creative, and marketing communication recommendations; a client presentation; and a project book detailing the research, analysis, strategy, creative execution, media use and other integrated communications activities.

**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

**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.

**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

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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.

**GEN CMN 202 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.

**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.

**MIT 220 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.

**INTERDIS 302-0 Ethics for Media Professionals**

A look into important journalistic and communication work that demonstrates valuable ethical practice. Case studies will play a central role in this course as will dissection of examples of journalism and communication failures, a sometimes-sensitive and uncomfortable task yet central to learning how to practice journalism and communication with the highest of standards.

**INTERDIS 303-0 Leadership for Media Professionals**

In the digital era, tensions between creativity, innovation and the imperatives of business to keep enterprises afloat must be understood by journalism and communication students. This course will explore the concepts, knowledge and skills necessary to become a leader in future media enterprises and to develop current and future growth. It will explore the launching of successful startups to managing larger companies, all with a digital mindset and eye on changing technological strategies.

## Liberal Arts Program

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.

Like our older WCAS sister, the Liberal Arts Program seeks to foster young people who are intellectually curious, knowledgeable of human achievements, failures, and aspirations across a range of fields in the humanities and social sciences, committed to lifelong learning, and active in promoting social good. Central to our mission is a focus on the region such that students may pursue a certificate in Middle East studies, along with their major. Given their solid background in the Liberal Arts, NU-Q graduates are beginning to expand beyond journalism and communication majors to pursue further training and/or employment in such fields as education, comparative literature, and Middle East studies.

Courses are taught in variety of disciplines such as Arabic, English, history, religious studies, political science, and economics. See the Liberal Arts offerings below.

### Courses

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

**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.

**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.

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

**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.

**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.



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**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.

**ARABIC 142-0 Arabic for Media (first semester)** - This course will utilize basic text analysis and a critical discourse approach to examine the range of news coverage of the Charlie Hebdo attack in Paris. Though the diversity of students enrolled will determine data collection, students will use Modern Standard Arabic. It is recognized that students will enter the course with different levels of proficiency in written and spoken Modern Standard Arabic, but an intermediate proficiency level is a pre-requisite. Assessment of students will be based on the competencies developed during the semester.

Class may be repeated for credit. This course is 0.5 NU-Q units.

**ARABIC 142-0 Arabic for Media (second semester)** - Offers qualified students an opportunity to develop an understanding of the linguistic properties of social media content in Arabic. After an introduction to selected media samples, students will write critical analyses. With Egyptian political and economic unrest as the focus, they will study, compare, and contrast news coverage on two of the most popular news websites in the Arab world: Aljazeera.net and Alarabiya.net. They may decide, alternatively, to compare that coverage with OnTV and Al Kahira Wa Nas or focus on social media activities' take on mainstream media coverage of events in Egypt. Intermediate level proficiency in Modern Standard Arabic is required.

It is understood that students will enter the course with different levels of proficiency in written and spoken Modern Standard Arabic; however, an intermediate proficiency level is required. Interviews in Modern Standard Arabic will be required before permission to register is granted. Assessment of student achievement will be based in part on developed Arabic competencies during the semester.

Class may be repeated for credit. This course is 0.5 NU-Q units.

**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.

**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:**

**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.

**Modern Middle East 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.

**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.

**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 economic, cultural, political, and personal importance to women authors.

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**ENGLISH 379-0, English Special Topics may vary, past offerings have included:**

**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.

**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.

**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.

**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 regards 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

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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.

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

**20<sup>th</sup> Century US History** - Explores the major themes of the history of the United States in the 20<sup>th</sup> 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.

**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.

**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.

**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.

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

**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 19<sup>th</sup> century to the middle of the 20<sup>th</sup> 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 acknowledgement 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.

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**INTERDIS 202-0 Special Topics in Interdisciplinary may vary, past offerings have included:**

**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 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.

**INTERDIS 242- 0 Topics in Science and Technologies studies may vary, past offerings have included:**

**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.

**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.

**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 world and in different time periods. Along the way, important concepts and

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key terms in the field of Science and Technology Studies (STS) will be introduced.

**INTERDIS 301-0 THE DOHA SEMINAR** - This interdisciplinary, honors seminar brings together professors and students from all the EC colleges to discuss issues 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 in which the EC campus has special expertise. Past offerings have included:

**Behind the Headlines: Context and Meaning of Qatar on the World Stage** - This honors course seeks to locate historical contexts and ideological meanings that underpin Qatar's complex and varied approaches to nation building, development, and international influence. Qatar's process of identity making, as with all nations and individuals, is internally contested, subject to cultural hybridities, and often is not received as intended by outsiders. Such continually reworked portraits both respond to immediate concerns and try to strike a chord with deeper cultural memories, traditions of the Gulf and the wider Muslim world whose relationship to Western modernity are still being worked out. This course will examine Qatari and regional debates on religious doctrine, race, class, gender roles, educational change, sports, public art, and media. Guest discussants who are recognized authorities in particular fields will often join classroom exchanges.

**INTERDIS 379-0: Advanced Topics in Science and Technology Studies may vary, past offerings have included:**

**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.

**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.

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**PHILOSOPHY 242**

**Topics may vary; offerings will include:**

**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.

**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.

**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.

**PHIL 387-0 Topics in Philosophy may vary, past offerings have included:**

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

**American Government and Politics** - Provides an introduction to American politics and government, thereby equipping students with tools to understand American influence and capacity on foreign policies and current events. We will explore the history of the US constitution, the three branches of government, the news media, public opinion and political participation, campaigns and elections, and the political culture of America. We will follow



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American elections with interactive blogs and end with a comparative and critical perspective on US democracy.

**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** - Investigates important themes of contemporary Gulf society and politics. The use of oil wealth by the Gulf States has hastened some sociopolitical changes and stagnated others. Studying inclusion and exclusion in citizenship laws and norms gives insight into legal and emotional concepts of national identity and nation building. Exploring the tensions between increased economic and educational opportunities for women and cultural and religious barriers highlights the struggle between modernization and tradition in the region today. Political readings are combined with literature from the Gulf region, including excerpts of Sophia Al-Maria's *The Girl Who Fell to Earth*. Students should end the class with a better understanding of the rapid development and transformation of Gulf society and politics, and the challenges still facing the region.

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

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

### **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.

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**POLITICAL SCIENCE 387-0 Special Topics in Political Science may vary, past offerings have included:**

**Contemporary Arab Thought** - Studies various ideologies and schools of Arab thought from the late 19th century up to current times. The intent of both teaching and class discussion will be to engage with the main principles of these ideologies and their thinkers, their perspectives on the decline of the Arab world and their offerings for revival, approaches to traditional and modern values and structures, and endeavors to (re)formulate a collective identity.

**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 will contrast the promise of equality with the reality of inequality in American democracy today. Although the primary focus is on America, relevant comparisons to Qatar and the Gulf will be introduced to investigate how these concepts travel across contexts and raise awareness of global forms of inequality. Students will understand the social construction of difference (race, class, gender, and sexuality), the impact of intersectionality, and the concept of backlash as status quo groups seek to protect perceived threats to their power and place in the system. Specific issues, such as voting rights, education, and policing, will be explored through a comparative and critical perspective, and the prospects of social change will be assessed.

**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.

**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.

**The Politics of the Arab Spring** - Class will look closely at the causes and outcomes of the ongoing Arab Spring transitions in the Middle East. Using the most up to date information and the tools of political science, the first half of the class will look at the causes and the variation of protest and government response. The second half of the class will look at outcomes from multiple angles: political, social, economic, and international.

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**POLITICAL SCIENCE 390-0 Special Topics in Political Science may vary, past offerings have included:**

**Media and Politics in the Arab World** - Focuses on the role of the media and its politics in the nation-building of the post-colonial Arab countries. Loyalist and opposition media in their conservative or revolutionary forms are analyzed; along with themes such as media and foreign policy, media and identity and religious media. From the time of independence to the moment of the Arab Spring the course examines the politics and politicization of the Arab media throughout its evolution from press and radio to TV broadcasting and social media. The course also follows the development of the Arab media in various political contexts, historical phases and geographical locations such as diaspora media and Arabic-speaking media owned by non-Arabic countries. A considerable time and discussion will be devoted to transnational TV broadcasting media that was pioneered by Al-Jazeera in 1996, unfolding a new chapter in Arab media and its politics.

**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 242-0 Topics may vary; past offerings 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.

**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.

**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

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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.

**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.

## Interdisciplinary Programs

### Middle East Studies Minor

The Middle East Studies Minor at Northwestern University in Qatar provides students with a critical understanding of this crucial region's cultures, histories, societies, politics, intellectual contributions, and mediated representations. The repertoire of course offerings also offers a foundational literacy of developments affecting the Middle East, defined for practical purposes as the region roughly bounded by Egypt, Turkey, Iran and the Arabian Peninsula. But global issues essential for understanding the region, such as decolonization, orientalism, gender, or religious revival, frequently draw upon the study of themes and regions that do not always fit the Eurocentric mapping of the "Middle East."

### Requirements for the Minor

As outlined in greater detail below, in order to complete a Middle East Studies minor, students must:

- . Take coursework
- . Attend the Middle East Studies speaker series
- . Present a senior portfolio.

### Coursework

The Minor requires **six courses**, which must meet the following requirements:

- . 3 core and 3 elective
- . Students may take no more than two elective courses outside of NU-Q.
- . At least half of the courses must be taken at the 300 level.

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.

#### Core Courses

- . ANTH 242-0 Topics Course: Introduction to Middle East Anthropology
- . ENG 242-0/379-0 Topics Course/Adv. Topics Course: Modern Middle East Literature
- . INTERDISC 301-0 The Doha Seminar
- . HIST 242-0 Topics Course: History of the Modern Middle East
- . HIST 242-0 Topics Course: Medieval Muslim Empires
- . HIST 387-0 Adv. Topics Course: Colonialism and Decolonization in the Muslim World
- . POLSCI 242-0 Topics Course: Introduction to Middle East Politics
- . POLSCI 387-0 Adv. Topics Course: Contemporary Arab Thought
- . POLSCI 387-0 Adv. Topics Course: Islamism and Politics in the Middle East
- . REL 242-0 Topics Course: Overview of Islamic Intellectual History
- . REL 387-0 Adv. Topics Course: Modern Reform Movements in the Muslim World

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.

#### Elective Courses (at NU-Q)

- . ANTHRO 379 Adv. Topics Course: Anthropology of Palestine
- . ENG 379-0 Adv. Topics Course: Moroccan Women Writers

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- . HIST 387-0 Adv. Topics Course: Britain in the Middle East
  - . HIST 387-0 Adv. Topics Course: Islam and the Shaping of African History
  - . JOUR 390-0/MIT 398-0 Topics Course: The Media & Journalism in Today's ME
  - . JOUR 390-0/MIT 398-0 Topics Course: Islam, America, and the Media
  - . JOUR 390-0/MIT 398-0 Topics Course: Media and Religion
  - . MIT 351-0 Topics Course in Cinema: Cinemas of the Middle East and North Africa
  - . MIT 351-0 Topics Course in Cinema: Iranian Cinema
  - . MIT 398-0 Topics Course: Media and Politics in the Middle East
  - . MIT 298-0/398-0 Topics/Adv. Topics Course: Alternative Media in the Middle East
  - . MIT 398-0 Topics Course: Arab Television Industries
  - . MIT 398-0 Topics Course: Intercultural and International Communications
  - . POLSCI 242-0 Topics Course: Gulf Society and Politics
  - . POLSCI 242-0 Topics Course: Palestine and the Arab-Israeli Conflict
  - . POLSCI 390-0/MIT 398-0 Adv. Topics Course: Media Politics in the Arab World
  - . POLSCI 387-0 Adv. Topics Course: Public Opinion in the Middle East
  - . REL 242-0 Topics Course: Sufism
  - . REL 242-0/387-0 Topics/Adv. Topics Course: Islam in America
  - . SOCIOL 242-0 Topics Course: Globalization and Youth
  - . SOCIOL 242-0 Topics Course: International Migration: Perspectives from ME, Asia & Africa

**Independent Studies** taken with a professor with expertise in the field of Middle East Studies may count as electives pending approval from the ME Studies Committee.

**Language Courses:** The Minor *encourages* proficiency in Arabic Language or another Middle East language (Persian or Turkish for example) but does *not require* language training. NU-Q students desiring Arabic language coursework will find slots available at Georgetown University, Carnegie Mellon University, or the HBKU Translation and Interpretation Institute. 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.

### **Speaker Series**

The Middle East Studies Committee will host up to two guest speakers, one regional and one international, during each academic year. The events will be open to the NU-Q community and the wider public, and they will highlight NU-Q's critical engagement with the field. They will also help to build community among faculty and students studying the Middle East.

For students who are to receive the ME Studies Minor, attendance is required, and students may be asked to serve as public discussants or to introduce guest speakers.

### **Senior Portfolio**

Beginning in the academic year 2017-2018, students will complete a portfolio that provides an overview of their Middle East Studies coursework. The portfolio should 1) find a way of thematically connecting course content, and the ME Studies speaker series if applicable, 2) highlight notable projects in particular courses, and 3) explore possibilities of further inquiry in the field. The portfolio must contain substantive content of previous or ongoing work in the field of Middle East Studies.

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Students will present their portfolio to committee members and their student colleagues, normally during the spring of their senior year. Students should provide a draft of their portfolio to the ME Studies Chairperson two weeks in advance of their presentation. Student portfolio presentations will be open to the wider Education City community.

### **Members of the Middle East Studies Committee**

Zachary Wright (Liberal Arts, chairperson)  
Khaled Hroub (Liberal Arts)  
Sami Hermez (Liberal Arts)  
Ilhem Allagui (Journalism and Strategic Communication)  
Abraham Abusharif (Journalism and Strategic Communication)  
Miriam Berg (Journalism and Strategic Communication)  
Justin Martin (Journalism and Strategic Communication)

## **Minor in Media and Politics**

The interdisciplinary minor in Media and Politics focuses on the interests and needs of students in a contemporary era when the distinction between politics and media is increasingly blurred. The minor is offered jointly by Northwestern University in Qatar and Georgetown University School of Foreign Service in Qatar. It capitalizes on the strengths of both universities to provide students with an in-depth understanding of the interrelationship between politics and mass media, the theoretical frameworks that help make sense of these connections, the ability to synthesis insights from multiple disciplines, and the skills to communicate this knowledge to the modern world. Students are required to take three relevant courses at GU-Q and three relevant courses at NU-Q. (See the NU-Q website for specific course offerings and application instructions.) NU-Q's revised Media and Politics minor (effective September 2018) provides students with enhanced learning opportunities through increased flexibility of courses, strengthened mentoring, and final assessments that better reflect the program's goals.

### **LEARNING GOALS**

The interdisciplinary Media and Politics minor emphasizes the following skills:

#### *Content*

The Media and Politics minor capitalizes on the strengths of NU-Q and GU-Q to provide students with an in-depth understanding of the role of mass communication in political, diplomatic and policy-making processes, as well as the role of politics in the shaping of mass media products and policies. The coursework prepares students to better understand how politicians, diplomats, and policy-makers influence, and are themselves influenced by, the media in its myriad forms.

#### *Theory*

The Media and Politics minor introduces students to key issues and theoretical frameworks for studying and analyzing the complex interrelation between media and politics. The coursework prepares students to better understand and apply theories in the fields of media and politics.



### *Synthesis*

The Media and Politics minor balances breadth and depth to accomplish a crucial learning aim of synthesis, enabling our students to assess, critically analyze, and interact with data from multiple sources and disciplines to enhance both the quality of their work and their abilities to solve complex and important problems of the modern world. The coursework and assessments allow the students to form a holistic and inclusive understanding of the interrelations between media and politics.

### *Communication*

The Media and Politics minor emphasizes the importance of clear and persuasive communication. It is not enough in the modern world to have knowledge; we must be able to communicate a narrative of that knowledge in a clear, concise, accurate, and powerful manner, using a variety of media.

### **Requirements for completion of the minor**

- Six courses: 3 courses at NU-Q + 3 courses at GU-Q
  - The three NU-Q courses must be in the fields of media theory and history; at least one must be taken at an advanced level. Specific courses must be approved in consultation with your Media and Politics mentor.
  - The three GU-Q courses should be in the fields of politics, culture, and history that relate to your specific interests. One course must be at an advanced level. Again, specific courses must be approved in consultation with your Media and Politics mentor. As a starting point, we recommend one media and politics course, one comparative politics course, and one advanced politics course.
  - See the NU-Q web site for a list of courses previously accepted for the minor.
  - Grades for individual courses will be given by the professors of record, not the Media and Politics committee. For the achievement of the minor, each of these courses must receive the grade of C or higher.
- E-portfolio
  - Each of the six courses must be documented as follows: a representative/culminating piece of work; any selected relevant artifacts (e.g., videos, images, presentations); and a brief (500-word) written reflection on the experience of the course as part of the minor.
  - One documented meeting per semester (including feedback and next steps) with your Media and Politics mentor using the “mentor supervision form”; additional meetings may be required based on progress.
  - At least one co-curricular enrichment activity (e.g., lecture, workshop, field trip) relevant to the minor; attendance/participation must be documented along with a written reflection describing its connection to the minor.
  - For more details, see the E-Portfolio Guidelines.
- Final project: Reflective essay and oral presentation
  - NU-Q students will write a 2000-to-3000-word reflective essay on their learning experience and give a formal presentation of their reflections to the university community, to be completed no later than the spring semester of their senior year.
  - The Media and Politics committee (including representatives of both NU-Q and GU-Q) will assess the essay and presentation (for more details, see the Reflective Essay Guidelines and Rubric, and the Oral Presentation Guidelines and Rubric).

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- Students must pass both components at a satisfactory level or higher to achieve the minor.

**Please note:**

- NU-Q students pursuing the [Bachelor of Science degree in Communication](#) may not double-count courses to fulfill the major requirements and the minor; Communication students should consult their [academic adviser](#) for appropriate courses.
- Courses may not be offered every semester. It is important to consult early with your [academic adviser](#) and your Media and Politics mentor to plan a course of study.

**How to declare**

Interested NU-Q students should contact their academic advisers to complete a minor declaration form; students must complete [the online application](#) for the Media and Politics minor as well.

**Media and Politics Committee Members**

Scott Curtis (Communication)

Jocelyn Sage Mitchell (Liberal Arts)

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## Administration, Full-Time Faculty and Staff

### ***Northwestern University Officials***

Morton O. Schapiro, PhD, President of the University

Jonathan Holloway, PhD, Provost

### ***Qatar Campus Officials***

Everette E. Dennis, PhD, Dean and Chief Executive Officer

Pim Thukral, Chief Operating Officer

Hariclea Zengos, PhD, Senior Associate Dean, Director of Liberal Arts & Professor in Residence

Barry Sexton, Director of Business and Finance

David Albanese, Director of Human Resources

Greg Bergida, PhD, Director of Planning, Assessment and Strategy and Adjunct Lecturer

Jairo Lugo-Ocando, PhD, Director of Executive and Graduate Education

Ray Corcoran, Director of Facilities

Safna Ansaruddin, Director of Student Records

Pamela Erskine-Loftus, PhD, Director, The Media Majlis at Northwestern University in Qatar

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Mark Paul, Director of Library

Alexander Schultes, Director of Admissions

Keelie Sorel, Director of Student Affairs

Robert Vance, Director of Information Technology

### ***Communication Faculty***

Gregory Ferrel Lowe, PhD, Professor in Residence and Program Director

Banu Akdenizli, PhD, Associate Professor in Residence

Dana Atrach, MFA, Assistant Professor in Residence

Danielle Beverly, MFA, Assistant Professor in Residence

Scott Curtis, PhD, Associate Professor in Residence

Susan Dun, PhD, Assistant Professor in Residence

Rana Kazkaz, MFA, Assistant Professor in Residence

Joe F. Khalil, PhD, Associate Professor in Residence

Pamela Krayenbuhl, PhD, Assistant Professor in Residence

Susan H. Pak, JD, MFA, Assistant Professor in Residence

Kirsten Pike, PhD, Assistant Professor in Residence

Ann Woodworth, MA, Associate Professor in Residence

Marco Williams, PhD, Professor in Residence

### ***Journalism and Strategic Communication Faculty***

Mary Dedinsky, MSJ, Associate Professor in Residence and Program Director

Abraham N. Abusharif, MSJ, Associate Professor in Residence

Ilhem Allagui, PhD, Associate Professor in Residence

George Anghelcev, PhD, Associate Professor in Residence

Miriam Berg, PhD, Assistant Professor in Residence

Marci S. Brown, Adjunct Lecturer

Craig LaMay, Associate Professor in Residence

Julia Leeb, Adjunct Lecturer

Justin Martin, PhD, Associate Professor in Residence

Andrew Mills, MSJ, Assistant Professor in Residence

Christina M. Paschyn, MSJ, Assistant Professor in Residence

Amy Sanders JD, PhD, Associate Professor in Residence

***Liberal Arts and Sciences Faculty***

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Giovanni Bandi, Adjunct Lecturer

Sami Hermez, PhD, Assistant Professor in Residence

James Hodapp, PhD, Assistant Professor in Residence

Adam Larson, Adjunct Lecturer

Aaron LaDuke, PhD, Assistant Professor in Residence

Maria Lombard, PhD, Assistant Professor in Residence

Hasan Mahmud, PhD, Assistant Professor in Residence

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Torsten Menge, PhD, Assistant Professor in Residence

Jocelyn Sage Mitchell, PhD, Assistant Professor in Residence

Anto Mohsin, PhD, Assistant Professor in Residence

Mounir Ouanaimi, Adjunct Lecturer

Tamer Rabbani, Adjunct Lecturer

Christopher Sparshott, PhD, Assistant Professor in Residence

Zachary Wright, PhD, Associate Professor in Residence

***Office of the Dean***

Sian Sadler, Manager of the Dean's Office

Christy Marianta, Executive Assistant to the COO

***Academic Advising***

Nadiyah El-Amin, Academic Adviser

Michelle Telafici, Academic Adviser

***Student Records***

Safna Ansaruddin, Director of Student Records

Heba Gomaa, Academic Records Assistant

***Academic Support Staff***

Bianca Apps, Administrative Assistant, Liberal Arts and The Media Majlis

Erin Bishop, Program Administrator

Michelle Cunanan, Communications Support

Louise Malinis, Administrative Assistant, Journalism and Strategic Communication

Bianca Simon, Administrative Assistant to Senior Associate Dean

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Amira Hariri, Assistant Director of Admissions

Fredrico Silva, Manager of Strategic Recruitment

Mano De Rosairo, Administrative Assistant

***Business and Finance***

Barry Sexton, Director of Business and Finance

Lawrence Ferrer, Purchasing Supervisor

Zanib Khalid, Business Analyst Associate

Amy Khatib, Assistant Director, Student and Auxiliary Business Services

Abir Maarouf, Purchasing and Payables Supervisor

Lina Masoud, Visitor Services Coordinator

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Durriya Niaz, Assistant Director, Accounting and Reporting  
Katia Zurita, Business and Risk Analyst

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Nanci Martin, Director of Communications and Public Affairs  
Alanna Alexander, Writer/Editor  
Bradley Bower, Public Affairs Manager  
Zeena Kannan, PR Specialist  
Iwona Marczak, Video and Multimedia Content Manager  
Jan-Marie Petersen, Assistant Director, Digital Communications and User Experience

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Ray Corcoran, Director of Facilities  
John Alindayo, Facilities Logistics Coordinator  
Mary Contrata, Facilities Services Support  
Fransil Mayor, Logistics Support  
Camelia Moisuc, Administrative Assistant  
Dragos Onciul, Facilities and Housing Manager  
Jesly Quimbo, Facilities Workshop Technician  
Genus Salas, Facilities Services Supervisor  
Rommel Solicar, Facilities Supervisor

***Health, Safety, Security and Environment***

Michael McDonough, Director of Health, Safety, Security and Environment

***Human Resources***

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Resil Barcelo, HR Business Coordinator  
Christopher Forman, Benefits Specialist  
Saeed Mohamed, Government Relations Manager  
Kim Theodore, Assistant Director, Human Resources

***Information Technology***

Robert Vance, Director of Information Technology  
Nadeen Abo Mazid, User Support Specialist  
Lea Bowman, User Support Services Manager  
William A. Froning, Manager of Infrastructure Operations  
R. Daniel Hague, Manager of Audiovisual Engineering  
Christopher Hurless, Systems Engineer/Administrator  
Megan N. Holly, Administrative Assistant  
Shakir Hussain, Learning Engineer  
Fahad Islam, User Support Specialist  
Nadeem Lughmani, Senior Network Engineer  
Toni Mani, AV Systems Engineer  
Tames McTigue, Senior Systems Engineer/Administrator  
Rajiv Ravishankar, Senior User Support Specialist  
Alex Sotelo, Systems Engineer/Administrator  
Anthony Wallace, Network Engineer and Computing Security Analyst

***Library***

Mark Paul, Director of Library  
Mel Aquino, Library Associate

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Jocelyn Casambros, Library Assistant  
Iman Magdy, Technical Services Librarian  
Victoria Ng'eno, Administrative Assistant  
Ryza Odencio-Tenorio, Library Assistant  
Jeremy Walker, Public Services Librarian

***Production & Digital Media Services***

Rami Al-Badry, Director of Production and Digital Media Services  
Chito Almacen, Production Equipment Specialist  
Frank Box, Project Manager for the Media Majlis Hardware, Software and Prod Package  
Wielder D. Catapat, Manager of Production Operations  
Amir Hussin, Broadcast Engineer  
Shinoj Leela, Broadcast Support Engineer  
Terry-Lyn Perez, Broadcast and Production Technical Support Specialist  
Nadeen Said, Broadcast and Production Technical Support Specialist  
Patrick Tingson, Production Coordinator  
Paul Wood, Broadcast Systems Administrator  
Ihsan Yahya, Manager of Broadcast Engineering

***Qatar Support Office***

Erin Libby, Manager QSO  
Natalie Lurowist, Program Assistant  
Hallie Moberg Brauer, Program Assistant

***Research***

Elizabeth Lance, Research Manager  
Fouad Hassan, Research Support

***Student Affairs***

Keelie Sorel, Director of Student Affairs  
Patricia Collins, Health and Wellness Coordinator and Counselor  
Haneen Hindi, Student Affairs Communications Coordinator  
Marie Newkirk, Career Services Manager  
Delora Sequeira, Administrative Assistant  
Indee Thotawattage, Student Life Specialist

***The Media Majlis at Northwestern University in Qatar***

Pamela Erskine-Loftus, Director, The Media Majlis at Northwestern University in Qatar  
Safa Arshad, Exhibition Coordinator  
Frank Box, Project Manager  
Hadeel Eltayeb, Associate Curator  
Eric Espig, Creative Digital Media Specialist  
Christopher Monaghan, Gallery Registrar  
Jack Thomas Taylor, Assistant Curator

***The Writing Center***

Bronwyn Bethel, Writing Center Administrator and Adjunct Lecturer