

THE NEW SCHOOL
CIVIC ENGAGEMENT
PORTFOLIO

2010

THE NEW SCHOOL
A UNIVERSITY



Introduction



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The New School has a storied history and reputation as a higher education institution committed to supporting the engagement of students and scholars in thinking about and enacting positive social change. The university community is devoted to dialogue and action on behalf of a vision of the public good that is rooted in a concern for social justice. This commitment is central to our mission, our identity as an academic institution and our desire to be productive members of New York City and other global communities. It can be traced to our origins as a school that provided working people access to higher education at a time when universities were largely serving the children of the well-to-do. It persisted when The New School served as a haven for scholars fleeing facism in Europe in the 1930s when we established the University-in-Exile.

In the present, this commitment continues through courses and activities devoted to key issues of equality and social justice, including policies promoting equity and democratic governance, sustainability and human development, the use of new technologies to facilitate learning, and public discourse through critical reflection. In these and many other programs, our students engage their community, both locally and around the world, in ways that are embedded in their educational programs and that give them a vision of future lives devoted to engagement and social change. Through community service, internships, action research, advocacy, and activism, most New School students connect their classroom-based learning to the world. This work makes a difference to partner organizations and the community in the present while also shaping students' commitment to lifelong engagement. At the same time, we critically reflect on what we teach and do. As an academic and creative community, The New School finds itself in a rich dialogue about the values of civic engagement, how it is practiced, and its impact. Our conversations and debates, in and out of the classroom, make civic engagement an aspect of learning as well as doing. These qualities shape and mark the work done by our students, faculty and staff in collaboration with community members in New York City, across the nation and abroad.

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Category Descriptions

INTERNATIONAL

Since the founding of the University-Exile, The New School has been “internationalized” in terms of faculty and students. Understanding of and connection to the world is core to our values as a higher education institution committed to social justice and global citizenship. Virtually all of our academic units now include international partnerships and programs. Our student body is one of the most internationalized in the U.S., with the proportion of our undergrads who are foreign students the highest in the nation. Through internships and study abroad programs that include service components, our students contribute to development and humanitarian work around the world, from Cambodia to Guatemala, Senegal to Nepal.

MEDIA/ARTS

Talented artists and media creators permeate The New School community. Musicians, playwrights, web designers, architects, journalists – New School faculty, staff and students seek to connect their creativity to the city and the world. The production of public art, working towards equal access to the arts, and using new media to support the work of community organizations are a few of the many ways that The New School enriches cultural life and helps make it relevant to improving lives and livelihoods. The PET Lab, for example, uses the cutting edge technology of gaming to explore critical social questions.

ENVIRONMENT

Environmental responsibility is a core value of The New School, one that infuses the institution's everyday life. Our students are deeply engaging in both greening the university and in making urban environments sustainable and livable. Projects on clean air, the New York watershed, city parks, solar energy, and many others bring different parts of the university together, and connect us to New York City and beyond. Internships, often arranged through our new Environmental Studies program, place our students with important organizations, local and global, at the forefront of positive environmental change and environmental justice.

HEALTH

In multiple ways, New School students, faculty and staff work in the service of better health outcomes in local New York communities and around the world. The New School community organizes to support more research on breast cancer, more treatment for victims of HIV/AIDS, and more affordable health care for all. This includes mental health, for which students and faculty in our clinical psychology program are at the front lines of research. Through our Peer Health Advocates Program, students are able to advocate for and engage the campus and community in dialogue about critical health issues.

SOCIAL JUSTICE

Promoting justice and equality is a goal that, in many ways, is the foundation for all civic engagement at The New School. Working with a wide range of community organizations, students and staff address issues of homelessness, housing, community development, discrimination, and violence against women in various ways from volunteering to the development of community projects. Our engagement ranges from curricular initiatives to long term institutional partnerships. Many in our community also participate in a wide range of advocacy initiatives on behalf of policies that address the structural causes of injustice and inequality.

EDUCATION

Improving the educational possibilities of a variety of constituencies in New York, especially those from disadvantaged backgrounds, is an important civic engagement goal of The New School. Programs such as the Institute for Urban Education and Parsons Pre-College Academy work to prepare high school students for college, while the I Have A Dream program enhances after school programming in schools. In each of these programs, New School students serve as mentors and community members. Lang College provides credit-bearing courses for incarcerated men in a local correctional facility, while the Center for New York City Affairs calls attention to key debates in local education policy and practice.

HIGHLIGHTS

Project Pericles

The New School is a proud member of Project Pericles, a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their educational programs, in the classroom, on the

campus, and in the community. This learning experience is intended to provide students with a foundation for social and civic involvement and a conviction that democratic institutions and processes offer each person the best opportunity to improve the condition of society.



The Institute for Urban Education (IUE)

EDUCATION

The Institute for Urban Education is dedicated to helping under-represented populations (first generation college-goers, economically disadvantaged and minority students) have the opportunities they need to ensure they succeed in college. Lang students play a key role in ensuring IUE programs provide the kind of meaningful experiences that can make a difference in high school students' lives. Lang students work directly with city youth by serving as mentors, tutors and teaching assistants in every step of the high school students' journeys.

Lang students have joined the IUE efforts to serve New York's high school students as early as their freshman years, and once connected to the Institute, they often stay through their entire undergraduate careers. They lead college awareness activities in high schools, support students in the college application process, and work with teachers on college advisement needs. They lead college tours and host panel discussions for high school students.

They provide critical academic supports for students, helping hone reading, writing, and critical thinking skills. Just as the IUE has served as a strong community for Lang students, Lang students are the core of the high school students' first connections to college, creating a sense of community that helps these first generation college-going youth find their path into higher education.

"My experiences with the Institute for Urban Education provided opportunities to work in schools and with High School students in ways that were in concert with class discussions of equity and justice."

Eugene Lang College Student

"The IUE experiences created a sense of community within both the Institute itself and the Ed Studies department, and allowed students a space to take on leadership roles."

Eugene Lang College Student



Lang Prison Initiative

EDUCATION

In partnership with Arthur Kill Correctional Facility on Staten Island, Lang College offers credit-bearing college courses to incarcerated men at the Arthur Kill Correctional Facility in Staten Island. Arthur Kill is the only state prison located in New York City. Each semester, Lang faculty teach three courses ranging from social science courses to writing courses to courses in the arts. There are close to 30 students in the program who receive the same liberal arts education as on-campus students. In addition, Lang students collaborate with Arthur Kill students to publish articles in the New School Free Press. Each semester, The New School debate team participates in a debate with the Arthur Kill Debate Team. This semester, the topic of debate will be "Government Should Fund College Programs for Inmates." These initiatives present a significant contribution on the part of the New School in the movement towards improving access to education among incarcerated populations.

January 26, 2009 **ARTHUR KILL PRISONERS SPEAK** *New School Free Press* 13

Inside The Criminal Mind

BY EUGENE LANG

THE CRIMINAL MIND

THE CRIMINAL MIND

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Trayless Tuesdays

ENVIRONMENT

Akzidenz-Grotesk Std Parsons students saw their ideas become a reality when New York City Schools Chancellor Joel I. Klein and the Department of Education's Office of SchoolFood (DOE) launched Trayless Tuesdays. This initiative stemmed from a partnership between Parsons, the grassroots organization Styrofoam Out of Schools (SOSnyc) and the DOE to reduce the use of Styrofoam trays in City public schools and replace them with biodegradable containers to reduce landfill waste.

The collaboration began last spring, when first-year Parsons students, led by faculty member and SOSnyc founder Debby Lee Cohen, created an installation for their year-end exhibition out of 1,000 used trays from public school cafeterias to raise awareness of this issue. Last summer, faculty member Jessica Corr and another group of students worked on site at PS 19 in Manhattan, where they interviewed students about creative ways to reduce waste from styrofoam trays. It is through this effort that students proposed the idea of Trayless Tuesdays. In addition, Parsons students designed a poster campaign that is used in school cafeterias to build awareness of this pilot program.

"The opportunity to work directly with public school students on important environmental issues was very exciting for our students. This project is part of our larger mission to empower public school students through design to make change in their communities."

Jessica Corr, Parsons faculty member



Lower East Side Ecology Center

ENVIRONMENT

In the Laboratory: Get Involved course Parsons first year students work on creating a more sustainable New York City with the Lower East Side Ecology Center. They take part in providing community-based recycling and composting programs, developing local stewardship of green space, increasing community awareness, as well as involvement and youth development through environmental education programs. The students do volunteer work, such as canvassing businesses in the LES to educate them about EcoBiz, a LESEC program that encourages sustainable practices for small businesses, gardening work in the East River Park, and teaching workshops on composting to first graders in public schools. In addition, they create a design project for LESEC: an illustrated visitor's guide to the East River Park, focusing on its fish, birds, trees and plants.

"I enjoy that we are approached by people within the New York community who need our help. And then we can get involved and help create, design, and plan our creations to help them. It is exactly what I signed up for."

Parsons Student





Cambodia Winter Break Study Abroad

INTERNATIONAL

This Lang Study Abroad Course engages the perils, paradoxes, and promises of contemporary Cambodia by combining intensive experiential learning with an academically rigorous examination of the politics and history that make up the Cambodian present.

Based in the town of Siem Reap on the northeast tip of the Tonle Sap (the Great Lake), students teach conversational English to young adults at a local Buddhist monastery, build relationships with children at an orphanage through music, art, and photography, and assist teachers at a public school. Students learn basic conversational Khmer, take guided tours of Angkor Wat and the Landmine Museum, and examine first hand the realities of Cambodia's tourism and human trafficking industries.

These experiences provide an intimate and compelling frame through which to discuss and write about the themes of colonialism, United States bombing, left-utopian genocide, United Nation's intervention, and contemporary globalization in Cambodia.



"This course went above and beyond what I could have imagined. It changed my life..."

Eugene Lang College Student



"I got everything and more from this experience. I can honestly say that this trip has and will continue to shape my life."

Eugene Lang College Student

PETLab

MEDIA/ARTS

PETLab is a joint project of Games for Change and Parsons. It is a place for prototyping methods and the process of collaborative design with organizations interested in using games as a form of public interest engagement. PETLab connects with scholars and designers in the field of digital media, practitioners working in the spheres of education and social issues, and people of all ages at play. Here are examples of PETLab games that involve its players in complex social issues geared toward public interest and social change.



Budgetball is a physical (and “fiscal”) sport designed by PETLab and Area Code illustrating the dynamics of debt aimed at raising awareness for college students about the massive federal deficit they will be inheriting. It turns the fairly abstract problems of the national debt into tangible and physical realities through fast-paced and competitive play. It’s been played at universities nationwide, from Miami to the national mall in a competition between college students and congress!

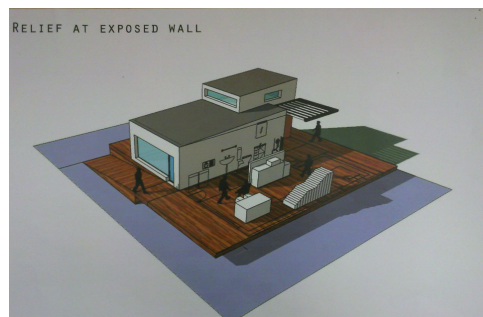


Red Cross Early Warning, Early Action is a card game designed by a group of student volunteers to engage ideas and issues around flood preparedness and increasing climate instability. It was played in Senegal by Red Cross staff, volunteers, climate scientists and villagers. The game, which consisted of inventing responses to forecasts, generated over 300 new ideas for humanitarian action.

Solar Decathlon

MEDIA/ARTS

The Solar Decathlon is an international competition sponsored by the U.S. Department of Energy to design and build a solar-powered exhibition house. Parsons The New School for Design, in collaboration with students and faculty of Milano The New School for Management and Urban Policy, and New School programs in Media Studies and Environmental Studies, are partnering with The Stevens Institute of Technology in carrying out the project. The New School’s “whole-life” approach addresses all aspects of the house, including furnishings, clothing, and household products. What is more, instead of just building a model prototype house, the school has committed to build practical, real-world duplex homes in the Deanwood section of Ward 7 in Washington DC. The School has also made partnerships with Ward 7 community-based organizations, nonprofits, and the local government. Given that the approach is intended to encourage more efficient and affordable housing programs in urban areas across the country, collaboration with Habitat for Humanity of DC provides Habitat with the model for energy-efficient housing it will replicate in future affordable housing projects



MAKING STRIDES AGAINST BREAST CANCER

HEALTH

The American Cancer Society's Making Strides Against Breast Cancer is a non-competitive 5-mile fundraising walk supporting the fight against breast cancer on four fronts: research, education, advocacy, and service programs. New School faculty, students and staff have taken part in this initiative for many years.



Clinical Psychology Externships

HEALTH

Clinical Psychology students take part in externship programs at Saint Luke's-Roosevelt Hospital Center for Intensive Treatment of Personality Disorders and at the Women's Health Project. The CITPD offers specialized treatment for persons with Personality Disorder symptoms, such as suicidal thoughts, mood dysregulation, social isolation, addictive behaviors and others. The students get a chance to work with clinical psychologists, psychiatrists, psychiatric social workers and creative arts therapists. WHP, offers treatment specifically to women, whether they are struggling with addictions or suffering from trauma. While working for WHP the students get a better understanding of how violence, drugs and alcohol abuse influence women's lives.

"It's a challenging externship, but really rewarding; I have emerged from the experience feeling prepared to handle almost anything that may come up within the context of a patient group."

NSSR Student on the Women's Health Project

New York Cares Day

SOCIAL JUSTICE

On October 17th, students from Parsons, Lang, The New School for Social Research, and Milano headed to Public School 127 in Bay Ridge, Brooklyn, to take part in New York Cares Day, New York City's biggest day of volunteer service. The students spent the day painting colorful murals to brighten the school environment for children at PS 127.



Lang New Orleans Initiative

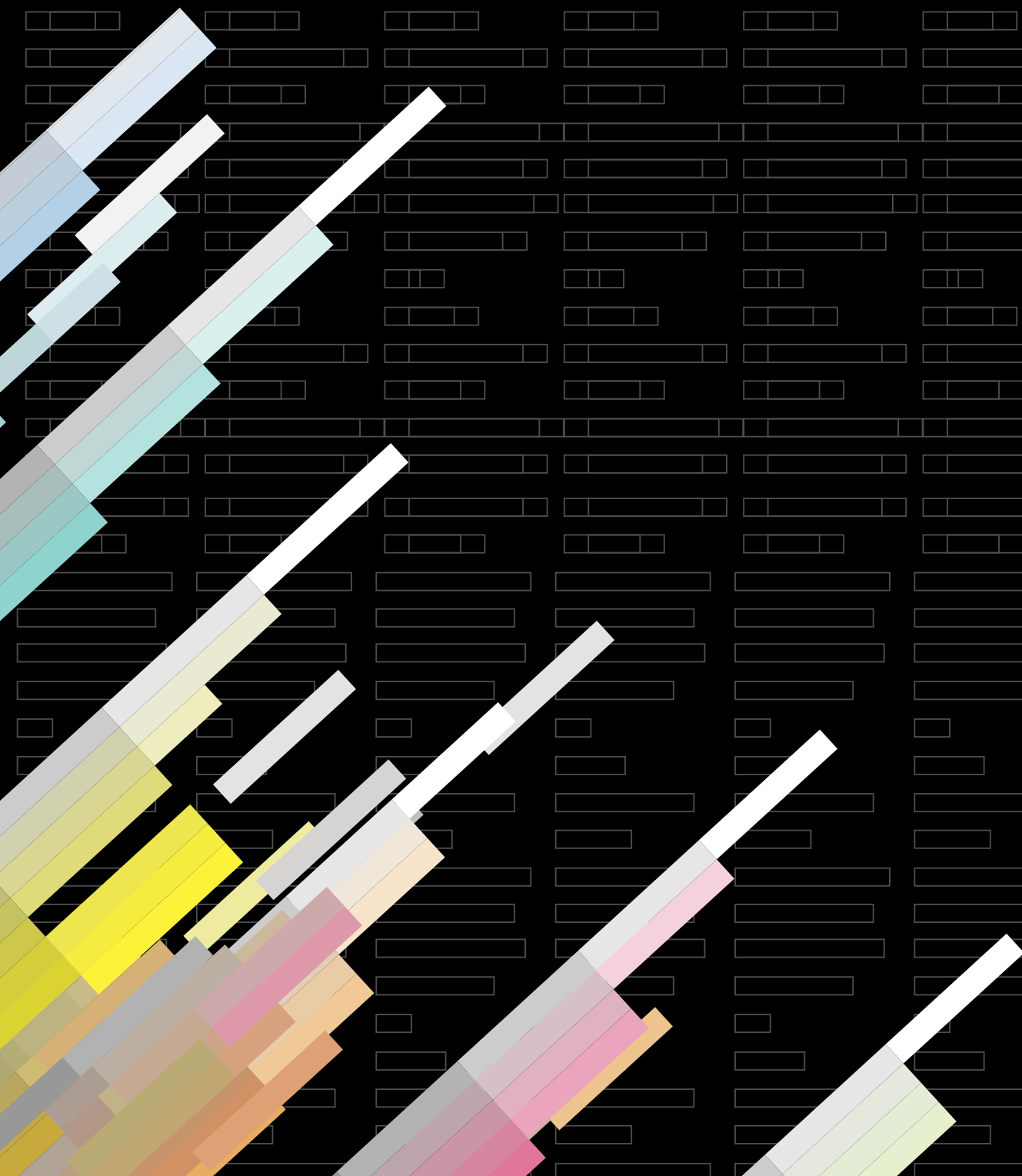
SOCIAL JUSTICE

Through a course entitled (Re)Building Public Education and Possibility in the New New Orleans, Education Studies students are learning to think critically and expansively about the politics of educational reform efforts and the contradictions and complexities that accompany emergent debates and tensions in the field. Students are linking classroom based seminar discussions with spaces of experiential learning across various sites in New Orleans over spring break, allowing them to theorize and frame complex inquiries into the place and purpose of education in larger issues of political governance, knowledge construction, and social justice.



2037

NEW SCHOOL STUDENTS GOT INVOLVED
IN CIVIC ENGAGEMENT ACTIVITIES



130 COURSES

89 ACTIVITIES

-I Have a Dream (Theatre in Education)
-I Have a Dream (Dance in Education)
-I Have a Dream Practicum
- I Have a Dream : Photographic NYC
-Urban Environmental Policy
-Cambodia Winter Break Study Abroad
-Engaging Urban Homelessness
-New York/New Orleans
-On Air: newschoolradio
-A Critical History of the Long Civil Rights Movement
Design & Social Justice
-Urban Forestry
-I Have A Dream/Lang Outdoors
(Community Gardens)
-Environmental Justice in American Cities
-New City, New Words: ESL Practicum
-Lang Cycling Team
-Technology & Social Change
-Image Ecologies Seeing Sustainability
-Urban Public Space
-Anti-Consumerism and Sustainable Consumption
-Learning Through Design
-Design & Social Justice
-Space, Design & the Everyday
-Packaging Public Health
-Surveillance
-Art Interventions: City as Site
-Public Engagement
-Collaboration Studio: Gimbel Library & Social Media

-Collaboration Studio: Eye Writer
-Collaboration Studio: Learning through Design
-Global Exchange
-Lighting Technology and Developing Countries
-Foundation Lab 2: Get Involved
-Foundation Lab 2: Subculture NYC
-Foundation Lab 2: Environmental
-SDS Projects: Urban Community
-IDC Collab: Urban Services
-IDC Collab: Urban Intervention - Temporary Works
-IDC Collab: (Re)Imagining Public Space
-IDC Interfaces: Urban Sensing
-IDC Collab: Designing Collab Development
-IDC Collab: Urban Dyeing
-IDC Collab: Urban Interventions - Urban Evacuation
-IDC Collab: Explorations in Revitalization and Beautification
-Crafter Culture, Contemporary Art and Creative Agency
-Theory & Practice of Nonprofit Management
-Advanced Seminar in Nonprofit Management
-Social Entrepreneurship Through Design
-Community Development Finance Lab
-Global, Organizational, and Individual Perspectives on
Social Change
-Civil Society and International Development
-Capitalism, Democracy, and Civil Society
-Education and International Development
-Media Advocacy and Social Marketing
-Urban Labor Markets and Public Policy
-Research Methods for Media Activism

-Projects in Advocacy Media
-Social Media for Sustainability
-Urban Media Lab: Strangers
Mediated Environments
-Feminist Critical Theory
-Politics and Political Theory in the U.S.:
Power,
Participation, and Choice
-Democracy and Boundaries: Conflicts about
-Membership, Borders, and Diversity
-Media and Micropolitics
-Critical Security Studies
-Global Governance
-African Cities
-Refugees and Asylum
-Humanitarian Intervention
-New Media and Global Affairs
-City and Environment
-Cities and Employment
-Global Youth Media
-Global Youth Media
-Media Conflict & Post-Conflict
-Evaluating Development Impact
-Global Civil Society
-Introduction to Social Entrepreneurship
-Emerging Trends in Social Investment
-Funding Social Enterprise
-Making a Difference: Global, Organizational,
and Individual Perspectives on Social Change

Jan 18,
2010**MEDIA/ARTS**Office of Student
Development and
Activities**MLK Day City Year**

Program Description

Martin Luther King Jr. Day of Service For students who are local or stayed on campus over winter break, the OSDA partners with City Year to work at a school in New York City doing mural painting or other restorative work.

Feb 2,
2010**ALL**Office of Student
Development and
Activities**Winter Warm-Up**

Program Description

Students will attend the event to learn about student organizations and the various services available to them at the university. There will also be numerous food vendors and games for students to enjoy. It is a great opportunity to share new programs and opportunities with students for the spring semester.

Monday,
February 18, 2010**ENVIRONMENT**Housing &
Residence Life**Haiti CandyGrams Fundraiser**

Program Description

Student have the opportunity to purchase Valentine's day cards, candy and flowers (donated from a local business) with all proceeds going to fund Docotors Without Borders Haiti Relief efforts. Raised \$250.

Friday,
February 22, 2010**ENVIRONMENT**Housing &
Residence Life**Help For Haiti Bake Sale**

Program Description

Ras and Hall Council members baked cookies, cakes and brownies to sell as a fundraiser for Doctors Without Borders. Raised \$250

Friday,
February 22, 2010**INTERNATIONAL**Office of Student
Development and
Activities/ISS**The New School Stands With Haiti**

Program Description

The New School joins the New York and international community in the effort to provide relief to those affected by the earthquake in Haiti on January 12, 2010. The main areas in which efforts are being pursued across the university included cash collection at various ISS and OSDA events and tables throughout the semester; Three Haiti Teach-ins that were open to all university students; Students and staff members who organized item donation drives through their churches and local community partners. An "I Heart Haiti" event organized by Parsons students; A V-Day event and panel discussion in support of grassroots organizations doing work around women's rights in Haiti and the diaspora; An International Women's Day Celebration in which representatives from local women's organizations Dwa Famn and Madre spoke about their work in Haiti and the need to include education for women and women's rights safety and security in the agenda for rebuilding. Students in New School dorms organized several events including a Haiti 5K Walk/Run, an auction, and candy and bake sales. Most funds raised will go to Partners in Health. New School Alumni were primary organizers of the event "Artists for Haiti" in the village and "Haiti Re-Building Against All Odds: Fostering Partnerships at the UN."

March 4,
2010**ALL**Office of Student
Development and
Activities/ISS**Volunteer Fair**

Program Description

At the Second Annual Volunteer Fair, students across the New School explored the variety of volunteer opportunities available in New York City. Over 20 non-profit groups looking for student volunteers were on hand to register and answer questions from interested students. Organizations included City Year, MADRE, God's Love We Deliver, Housing Works, I Have a Dream Foundation, One to World, and the New York City Service College Challenge. Susan Angus, editor of Invest Yourself and executive director of the Commission of Voluntary Service and Action, kicked off the Volunteer Fair with a workshop on grassroots activism. She introduced budding activists from various organizations and discussed volunteer efforts currently underway. The event also allowed students to sign-up for New York City Service College Challenge and begin logging their service hours.

March 8,
2010**SOCIAL JUSTICE**International
Student Services**International Women's Day**

Program Description

Battered Women's Shelter Visit in conjunction with IWD celebration.

March 27,
2010**ENVIRONMENT**Office of
Recreation and
Intramural Sports
and Housing and
Residence Life**Haiti 5K Walk/Run**

Program Description

A 5K walk/run to raise money for Doctors without Borders Haiti relief efforts. The run will take place on the West side of Manhattan on the Hudson River and will start at 11 am and go until 2 pm.

March 28,
2010**ENVIRONMENT**Housing &
Residence Life**Help For Haiti Auction**

Program Description

Residents of William Street Residence hall will donate something to this auction raising funds for Doctors Without Borders. Items up for Auction include, cooking lessons, baked goods, and artwork,

April 10,
2010**ENVIRONMENT**International
Student Services**Hands on New York Day**

Program Description

Program organized through New York Cares where students and staff will assist in a park clean-up or improving public infrastructure. Last year we helped clean up the Astoria Park waterfront.

April 22,
2010**ENVIRONMENT**International
Student Services**Earth Day**

Program Description

Conservation Project.

April 7, 8
October 13, 14
2010

HEALTH

Human Resources

Blood Drive**Program Description**

The 2-day blood drive is an opportunity for members of The New School to contribute life-saving blood to grateful New Yorkers and to demonstrate our community spirit and responsibility. There is an ongoing need for blood in the NYC area. These patients include accident victims, surgical patients, cancer patients, burn victims, hemophiliacs and the elderly.

May, 2009

ENVIRONMENT

Office of Student
Development and
Activities

It's My Park Day**Program Description**

Program organized through Partnership for City Parks that sponsors city park clean-ups.

May, 2009

ENVIRONMENT

Office of Student
Development and
Activities

May Habitat for Humanity Trip**Program Description**

Habitat for Humanity Trip to Eagle Butte, South Dakota where students will participate in a week long Habitat for Humanity build on the Cheyenne River Reservation while learning about tribal culture.

May 16,
2009

HEALTH

Human Resources

AIDS WALK NY**Program Description**

AIDS Walk NY is an annual 10-kilometer fundraising walk benefiting Gay Men's Health Crisis and 60 Other AIDS service organizations. This initiative raised \$5,000+ for the last 2 years.

Oct 17,
2009

HEALTH

Human Resources

Making Strides Against Breast Cancer**Program Description**

The American Cancer Society's Making Strides Against Breast Cancer is a non-competitive 5 -mile fundraising walk supporting the fight against breast cancer on four fronts: research, education, advocacy, and service programs.

Spring 2010

INTERNATIONAL

Office of Student
Development and
Activities

Conversation Partners**Program Description**

Conversation Partners (CP) The Conversation Partners Program is a voluntary activity created by International Student Services in order to provide the New School faculty, staff and students with opportunities to improve their language skills and broaden their cultural exchange in a non-academic environment. The program currently has 17 pairs of Conversation Partners and 35 students actively engaged in cultural and language exchange.

Spring 2010

Mentor Program**INTERNATIONAL**Office of Student
Development and
Activities**Program Description**

Mentor Program (MP) The Mentor Program was created in 2005 by International Student Services as a volunteer based effort to assist new international students in adjusting academically, culturally, and socially to the United States and The New School. 55 students were engaged mentoring groups last year

April 2010

International Student Advisory Board**INTERNATIONAL**International
Student Services**Program Description**

International Student Advisory Board (ISAB) Members attend monthly meetings. They share their questions, concerns and ideas with administrators, and then communicate with their fellow students. They also help to promote and provide feedback on ISS initiatives such as surveys, focus groups, open forums and programs. They are a fully recognized student organization and may be contacted at ISAB@newschool.edu

April, 2009

Hands On New York Day**ENVIRONMENT**Office of Student
Development and
Activities/ISS**Program Description**

On Saturday, April 25, 10 New School students along with a couple of Student Services staff members traveled to Astoria Park, Queens to volunteer their efforts in cleaning up several parks as part of the annual Hands on New York Day. Sponsored by New York Cares, Hands on New York Day encourages New York City residents to participate in a spring day of service to restore and clean the city's outdoor environments. Working with 60 other citywide volunteers, The New School team cleared a sidewalk of debris and dirt, replanted a hillside with new grass, and cleaned the waterfront area of the park. Although the work was difficult, the volunteers were energized by the beautiful weather and supporting onlookers and appreciative residents. Hilary Fenton, New School student who serves as the university's Apple Computer representative, provided coffee, juice, and light snacks for the volunteers during the day.

April 2010

Sexual Assault, Aids Awareness**HEALTH**

Health Services

Program Description

Various activities occurred on campus in observation of Sexual Assault Awareness Month.

Career Services placement at voluntary organizations**ALL**

Career Services

Program Description

The New School has a long tradition of fostering creativity, intellectual inquiry, and positive social change. The central student services office which serves degree and certificate students and alumni of The New School for General Studies, Eugene Lang College The New School for Liberal Arts, Mannes College The New School for Music and The New School for Jazz and Contemporary Music places a high number of students at voluntary organizations. Each year, the office organizes career fairs on careers for social change in which local, national and international voluntary organizations recruit New School students.

October 17th

New York Cares**MEDIA/ARTS**
EDUCATIONOffice of Student
Development and
Activities/ISS**Program Description**

Saturday, October 17, students from Parsons, Lang, The New School for Social Research, and Milano headed to Public School 127 in Bay Ridge, Brooklyn, to take part in New York Cares Day, New York City's biggest day of volunteer service. The students spent the day painting colorful murals to brighten the school environment for children at PS 127.

The New School Hosts V-Day Warriors Workshop**SOCIAL JUSTICE**Office of Student
Development and
Activities**Program Description**

Vagina Warriors Workshop in support of V-Day which is a global movement that aims to stop violence against women. and girls and to support grassroots, national, and international programs that work to end violence against women and girls.

Women And The Fulbright Experience**INTERNATIONAL**International
Student Services**Program Description**

Program aims to increase mutual understanding between the United States and other countries through the exchange of knowledge and skills. In celebration of International Women's Day 2009, a panel of American and International female Fulbright winners from The New School will discuss the role of women in the Fulbright program, Come and be inspired by each woman's story about being a 'cultural ambassador' and about the connections they made with people from around the world.

Spring 2010

The New School Teams Up With Local Colleges To Fight Hunger In New York City**HEALTH**
SOCIAL JUSTICEOffice of Student
Development and
Activities**Program Description**

Students Team Up to Fight Hunger, a nonprofit organization committed to ending hunger, and local university students from Fordham, Columbia, NYU, Marymount Manhattan, and The New School teamed up to help fight hunger during the week of February 23 to March 1.

4rth Annual Social Justice Conference**SOCIAL JUSTICE****Program Description**

Conference devoted to social justice issues.

Spring 2010

World Aids Day And Aids Awareness Month**HEALTH**Office of Student
Development and
Activities

Program Description

In recognition of World AIDS Day on December 1 and AIDS Awareness Month in December, several Student Services' offices as well as the recognized student organization OPEN (Out, Proud, Environment at The New School) planned events to bring attention to the HIV/AIDS crisis both internationally and specifically in New York City where the rate of HIV/AIDS cases is three times the national average.

ALLOffice of Student
Development and
Activities**Student Leaders Recognized At Awards Ceremony:**

- Bridge Building Award- Individual or Group: Conversation Partners
- Outstanding Advisor to a Student Organization: Eric Garrison
- Outstanding Student Organization or Group: OPEN
- Outstanding New Student Organization of the Year: The New Futurists
- Outstanding Student Program of the Year: Marlon Mural (Su Beyazit) and "Any One of Us: Words from Prison"
- Senior Vice President for Student Services Alma Mater Awards: Christopher Burick, Takako Nagayama, Lucas Brooks, Anthony Szczurek, and Ben Loftis.
- Emerging Leader Awards: Melissa Marcial, Jazmin Soto, and Zachary Walter
- Community Service and Civic Engagement Award: Renew School
- Outstanding Student Leader of the Year: Dan Schulman
- Outstanding International Leadership: Ekaterine Paresashvili
- Resident Advisor of the Year: Jackie Delsandro
- Residence Hall Programmer of the Year: Sarah Charles
- Residence Hall Program of the Year: Josh Levy

Ongoing

Partnership with the Frank Sinatra School for the Arts**MEDIA/ARTS**

New School Jazz

Program Description

New School Jazz students work with the students in the FSSA Jazz Band, coaching sections (e.g., horns, percussion).

Ongoing

Project Pericles**ALL**Eugene Lang
College

Program Description

A not-for-profit network that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their educational programs, in the classroom, on the campus, and in the community.

April,
2009**National Debating for Democracy (D4D)****ALL**Eugene Lang
College

Program Description

The New School hosted one of Project Pericles' signature projects, the National Debating for Democracy (D4D) Conference. Sixty student leaders from 26 college and universities from across the United States were joined by the Project Pericles Board of Advisors and Board of Directors, college presidents, provosts, foundation, government, and community leaders. Throughout the conference, students had the unique opportunity to have substantive conversations with prominent people from the fields of community organizing, education, the environment, journalism, and social entrepreneurship. A highlight of the conference was the D4D Legislative Hearings which provided student leaders a forum to articulate their solutions to some of today's most pressing public policy issues by presenting original legislative solutions to a "legislative committee" including former U.S. Senators Nancy Kassebaum Baker (R-KS), Bob Kerrey (D-NE), and Harris Wofford (D-PA).

Ongoing

The New School Free Press**MEDIA/ARTS**

Program Description

Eugene Lang
College

The student-run newspaper, serving both Eugene Lang College and The New School community.

Ongoing

Institute for Urban Education (IUE)

Program Description

Eugene Lang
College

An interdisciplinary center for engagement related to youth development, public education, and college readiness. The goals are to develop and leverage university resources to prepare young adults for college, train college students as civic leaders through experiential learning, and support exchange among educators and youth-serving organizations.

Ongoing

College Readiness Programs

Program Description

Eugene Lang
College

Works collaboratively with small public high schools in New York City to address the need for effective college readiness programs. IUE offers college readiness resources for 9-12th graders.

Ongoing

College Explorers Program

Program Description

EDUCATIONEugene Lang
College

Supports high school teachers and guidance counselors to implement an inquiry-based college exploration curriculum in their schools. Students build skills and explore college by getting to know college students, visiting college campuses, and learning about college resources. IUE works closely with the schools and provides a curriculum resource binder to guide the program. Lang students work with high school students at select partner schools each week as part of the program.

Ongoing

College Immersion Program

Program Description

EDUCATIONEugene Lang
College

Several ways for 11th and 12th graders from collaborating high schools to take college courses at The New School. IUE supports the students with orientation and group reflection, Lang college student mentors, ongoing communication with their high schools, administrative elements, and course materials.

Ongoing

College Planning Days

Program Description

EDUCATIONEugene Lang
College

These interactive sessions engage 9th–12th grade students in learning about the college application and admissions process.

Ongoing

Professional Development in Public Schools

Program Description

EDUCATIONEugene Lang
College

Professional development opportunities for NYC public high schools and youth organizations to develop comprehensive approaches to preparing students for higher education.

Ongoing

I Have A Dream Program**EDUCATION**

Program Description

Eugene Lang
College

Through a range of courses and internships, The I Have A Dream Foundation Program allows students to work with elementary school aged youth at the Chelsea-Elliott School in the areas of theatre, dance, psychology and community gardening.

Ongoing

Tishman Environmental Merit Scholars Program**EDUCATION****ENVIRONMENT**

Program Description

Eugene Lang
College

Together with a select group of students from across the country, the scholars engage in conservation research, develop environmental education programs, work on grassroots campaigns to advance pro-environment policies, and support programs to foster sustainable development in communities throughout the state.

Ongoing

New School Debate Team**EDUCATION**

Program Description

Eugene Lang
College

Debate bridges students' lively interest in discussion of issues of social importance and their desire to have a greater connection to the community that is Lang College and the New School. Students can travel to tournaments, coach and judge for the Urban Debate League or participate in a prison debate.

Ongoing

Lang Outdoors**ENVIRONMENT**

Program Description

Eugene Lang
College

Students can build a boat and row it on the Hudson River, create an urban mural, run in the NYC Marathon, explore New York's urban bike paths or the urban seascape of the Rockaways, or apply for a paid internship with New York City Park Rangers. Some courses will have students working directly with community organizers around issues of urban sustainability.

Ongoing

Work, Poverty and Families Initiative**SOCIAL JUSTICE****EDUCATION**

Program Description

Eugene Lang
College

Through a partnership with Women in Need, students engage in the issue of homelessness via courses and field experiences in Urban Studies, Culture and Media, Theatre and Psychology. With support from America Works, Lang offers academic internships for students as well as courses on crime and research methodologies and works with students to develop research projects with America Works.

Ongoing

Lang Prison College Initiative**EDUCATION**

Program Description

Eugene Lang
College

Lang offers college courses at the Arthur Kill Correctional Facility. The program also is engaged in prison debates and has joined in national conversations around prison reform and education.

Ongoing

The Lower East Side Initiative**EDUCATION**
MEDIA/ARTSEugene Lang
College**Program Description**

Students explore the Lower East Side's rich history and culture. Opportunities include courses, internships and oral history projects. Partners include: the Museum at Eldridge Street, Henry Street Settlement, Lower East Side Tenement Museum.

Ongoing

Rebuilding Education in New Orleans**EDUCATION**
ENVIRONMENTEugene Lang
College**Program Description**

Through a course entitled (Re)Building Public Education and Possibility in the New New Orleans, Education Studies students are learning to think critically and expansively about the politics of educational reform efforts and the contradictions and complexities that accompany emergent debates and tensions in the field. Students are linking classroom based seminar discussions with spaces of experiential learning across various sites in New Orleans over spring break, allowing them to theorize and frame complex inquiries into the place and purpose of education in larger issues of political governance, knowledge construction, and social justice.

Ongoing

First Year Experience**ENVIRONMENT**Eugene Lang
College**Program Description**

During Orientation, Lang College engages all first year students in a service project in parks and gardens throughout the city of New York.

Ongoing

Critical Literacies**EDUCATION**
INTERNATIONALEugene Lang
College**Program Description**

Through a new program called "New City, New Words," Lang students will learn methods of teaching English as a Second Language (ESL) while also examining the contemporary immigrant experience of the city's Lower East Side neighborhood.

Ongoing

Democracy & Diversity Summer Institutes**EDUCATION**
INTERNATIONALEugene Lang
College**Program Description**

The Institutes are held annually in January (Cape Town) and July (Wroclaw). In these intensive three-week programs, an international body of participants examines issues of democracy and democratization as they manifest themselves in the host region and beyond. Each institute brings together young scholars and civic leaders, mainly from the host region but also from the center's other target regions. Faculty are drawn from The New School and from universities in the host region.

Ongoing

Mannes at NYC public schools**EDUCATION**
MEDIA/ARTSMannes College of
Music**Program Description**

For a decade Mannes has a linkage with the Metropolitan Opera Guild whereby the students in a yearly voice pedagogy course work as interns in 3 or more NYC public high schools.

Ongoing

Mannes at Dorot**MEDIA/ARTS**

Program Description

Mannes College of
Music

Mannes students regularly perform at Dorot, a senior citizen center.

Ongoing

Ashoka Changemaker Campus Initiative**INTERNATIONAL
EDUCATION**

Program Description

Milano The New
School for
Management and
Urban Policy

The aim is to improve teaching, research, and engagement opportunities in social entrepreneurship, both on-campus and in the local and global communities.

Spring 2010

Social Entrepreneurship Education and Resources Meet Up**SOCIAL JUSTICE**

Program Description

Milano The New
School for
Management and
Urban Policy

The New School Ashoka Partnership welcomes representatives from three leading NYC-based Social Entrepreneurship organizations – Young Women Social Entrepreneurs, Spark Seed StartingBloc. Students learn how to support their venture or ideas through Fellowships, leadership development and funding opportunities.

Ongoing

The Consulting Clinic**SOCIAL JUSTICE**

Program Description

Milano The New
School for
Management and
Urban Policy

Students work in partnership with community based organizations to conduct feasibility studies and business plans for their community economic development projects.

Ongoing

JPMorgan Chase Community Development Competition**SOCIAL JUSTICE**

Program Description

Milano The New
School for
Management and
Urban Policy

See "The Consulting Clinic." Often, the work produced in the Consulting Clinic is further refined into a more full scale development proposal that is submitted to the annual JPMorgan Chase Community Development Competition.

Ongoing

Center for New York City Affairs**ALL**

Program Description

Milano The New
School for
Management and
Urban Policy

The Center is an applied policy research institute dedicated to improving the effectiveness of government and other organizations in their work with urban families and communities. The Center illuminates the real-life impact of public policy and politics in New York's neighborhoods.

Ongoing

Feet in Two Worlds**MEDIA/ARTS
EDUCATION
INTERNATIONAL**

Program Description

Milano The New
School for
Management and
Urban Policy

Feet in Two Worlds journalism project is a collaboration with several public radio partners. They work with reporters, editors and producers from the ethnic and immigrant press to train and mentor them in producing public radio pieces, which are aired locally and nationally. The project also runs a news blog that publishes daily posts by immigrant and ethnic reporters

Annual

International Field Program: Argentina**EDUCATION****INTERNATIONAL**The New School for
General Studies,
GPiA

Program Description

The 2010 program in Buenos Aires will give the students the opportunity to integrate their classroom education with practical fieldwork and instruction on the ground on Urban Development and Education, Local Development and Youth Participation.

Annual

International Field Program: Hong Kong**INTERNATIONAL**The New School for
General Studies,
GPiA

Program Description

The program is based at the City University of Hong Kong. The program is focused on human rights and migration but each year we have accommodated students with interests in environment, sustainability, democracy, etc. The program will comprise of an internship, a course, and some optional group outings.

Summers

International Field Program: Rio de Janeiro, Brazil**MEDIA/ARTS****INTERNATIONAL**The New School for
General Studies,
GPiA

Program Description

"The Rio summer program offers the possibility of studying human rights and media in practice. The program places students with various NGOs to conduct research, and to design and implement media projects.

Annual

International Field Program: Ethiopia**EDUCATION****INTERNATIONAL****HEALTH**The New School for
General Studies,
GPiA

Program Description

Students work with a range of organizations including local and international NGOs around the issues of HIV/AIDS outreach and treatment, education and children and youth programs, capacity building, income generation.

Annual

International Field Program: Guatemala**INTERNATIONAL**GPiA,
Parsons The New
School for Design,
Milano The New School
for Management and
Urban Policy

Program Description

GPiA, Parsons, and Milano students will gain hands on experience to become global consultants to local stakeholders, focusing on poverty alleviation, sustainable development, and community empowerment through design and capacity building.

Annual

International Field Program: Nepal**INTERNATIONAL**The New School for
General Studies,
GPiA

Program Description

Students are supported in conducting their own applied research for host client organizations during their internship and in their own personal research projects. By the end of the program, students will have developed a first-hand experience in conducting applied research and working in the development field.

Annual

International Field Program: Kosovo**INTERNATIONAL**The New School for
General Studies,
GPiA

Program Description

This program offers the unique opportunity to study peacekeeping and state-building.

Annual

International Field Program: Cities Alliance – Uganda**INTERNATIONAL**The New School for
General Studies,
GPIA

Program Description

Activities focus on slum dweller households, their access to municipal services, and development of inclusive urban policies. The work will also include developing a strategy for city development studies, slum upgrading strategies, and other products developed by the Cities Alliance, a collaborative program of 25 governments, the UN, and the World Bank.

Ongoing

Leonard and Louise Riggio Writing and Democracy Initiative**MEDIA/ARTS**The New School for
General Studies,
Writing Program

Program Description

Writing & Democracy prepares students for every sort of worldly career, including journalism, law, and the arts, but particularly for careers involving government, politics, and public life in America. The program educates students based on the pedagogical links between democratic expression and citizenship and the skills of reading, writing, and rhetoric.

Ongoing

The Vera List Center**MEDIA/ARTS****INTERNATIONAL**The New School for
General Studies

Program Description

Dedicated to exploring the role of the arts in developing a civic culture of tolerance and pluralism in the United States. Its public programs and forums are designed to respond to social and political issues of our time as they are being articulated by visual and performing artists. The center engages the university community, the people of New York, and national and international audiences in an exploration of new possibilities for civic engagement.

Ongoing

The Parsons' Sustainable Design Review**ENVIRONMENT**Parsons The New
School for Design

Program Description

A student and faculty group dedicated to fostering awareness and sparking dialogue about social, environmental, and various other forms of sustainability through the acknowledgement, appreciation, and encouragement of sustainable design activities at The New School.

Ongoing

Parsons Scholars Program**MEDIA/ARTS****EDUCATION**Parsons The New
School for Design

Program Description

A three-year program for low-income New York City public school sophomores. Through this program, scholars are exposed to the rigors of studying design on the college level and career choices in the field of design; scholars develop the skills necessary to gain access to higher education in art and design. Scholars attend classes in the Summer Intensive Studies and Parsons Pre-College Academy.

Fall 2009

Parsons Partnership With The Fortune Society**ALL**Parsons The New
School for Design

Program Description

The project is the continuation of our first service design course (Spring 2009) and an expression of our valuing of long-term, ongoing, reiterative relationships with community partners. The Fortune Society is a nonprofit organization that provides reintegration services to formerly incarcerated people including career development, health care, counseling and family advice, education and housing.

PetLab

MEDIA/ARTS

Parsons The New
School for Design

Program Description

PETLab is a joint project of Games for Change and Parsons. It is a place for testing prototyping methods and the process of collaborative design with organizations interested in using games as a form of public interest engagement. PETLab connects with scholars and designers in the field of digital media, practitioners working in the spheres of education and social issues, and people of all ages at play.

Fall 2009

Northside Community and Cultural Center in Williamsburg, Brooklyn

ALL

Parsons The New
School for Design

Program Description

Located in a former firehouse, The Northside Town Hall Community and Cultural Center is a newly-formed non-profit organization that will house Neighbors Allied for Good Growth (NAG) and The People's Firehouse, Inc (PFI). NAG and PFI would use the space to provide low-cost space to community non-profits, as well as providing the community with programs in housing/property management, tenant advocacy, energy efficiency and home weatherization, fire prevention assistance, workforce development services, computer training, and ESL. Students in Parsons' AAS Interior Design Studio would develop design proposals for the layout of the interior (or part of the interior) of the Center.

Fall 2009

Memorial Sloan Kettering Cancer Center

HEALTH

Parsons The New
School for Design

Program Description

Service Design in Health Care.

Fall 2009

New York City Parks & Recreation

ENVIRONMENT

Parsons The New
School for Design

Program Description

Parsons students work with city agency NYC Department of Parks and Recreation, cross-sector organization Partnership for Parks and non-profit organization Hester Street Collaborative to design methods and tools to actively engage community stakeholders in the design of public space and programming.

Spring 2010

Lower East Side Ecology Center

ENVIRONMENT

Parsons The New
School for Design

Program Description

Students work in teams or as one large team to partner with the Lower East Side Ecology Center. The Center's mission is "working toward a more sustainable New York City by providing community-based recycling and composting programs, developing local stewardship of green space, and increasing community awareness, involvement and youth development through environmental education programs". Students will volunteer time with to help with urban gardening of community gardens on the LES/East River Park.

Spring 2010

NYC Dept. of Education

MEDIA/ARTS

ENVIRONMENT

EDUCATION

Parsons The New
School for Design

Program Description

Students will participate in the DOE poster challenge for "Trayless Tuesdays" and improved cafeteria recycling. (3 weeks) Students create poster designs supporting the "Trayless Tuesdays" initiative that will be initiated in all 1500 NYC public school cafeterias as of March 2010. This is an opportunity to design for a real life, critical citywide project that will reduce the number of Styrofoam trays added to landfills by 850,000 per week. The posters will also support further and improved recycling rates in cafeterias and introduce the "flip, tap, stack" organizing trays for recycling.

Spring 2010

Academy of Urban Planning (Bushwick, Brooklyn), The Green School (Williamsburg, Brooklyn) and Essex Street Academy**EDUCATION**
MEDIA/ARTSParsons The New
School for Design

Program Description

In this project our class is partnering with three NYC high schools: Academy of Urban Planning (Bushwick), The Green School (Williamsburg) and the Essex Street Academy (Lower East Side). The project will differ from school to school, but one core goal will be common to all of the projects: get to know the students, work with them, and design and make things for them.

Spring 2010

NYC Dept. of Parks and Recreation, Hester Street Collaborative, and Partnership for Parks**ENVIRONMENT**
MEDIA/ARTSParsons The New
School for Design

Program Description

This course will be taught as part of the ongoing partnership with the NYC Department of Parks and Recreation, Hester Street Collaborative, and Partnership for Parks. The section will pay particular attention to participatory design, community-driven design objectives, and the role of civic action and government responsibility as it relates to urban recreation.

Spring 2010

Union Square Partnership**ENVIRONMENT**
MEDIA/ARTSParsons The New
School for Design

Program Description

Student involved with Storycorps, a nationwide initiative to instruct and inspire citizens to record each other's stories, and Environmental Media by integrating stories into architecture, where the plots and characters unfold as the audience navigates through physical space.

Spring 2010

Storycorps**MEDIA/ARTS**Parsons The New
School for Design

Program Description

A student and faculty group dedicated to fostering awareness and sparking dialogue about social, environmental, and various other forms of sustainability through the acknowledgement, appreciation, and encouragement of sustainable design activities at The New School.

Spring 2010

California College of the Arts, Textiles, Harvest Oakland CCA Garden**ENVIRONMENT**
MEDIA/ARTSParsons The New
School for Design

Program Description

With a focus on issues of ecological sustainability, one of a number of environmental problems in New York City will be explored: i.e. production and consumption methods, resources, and waste. Students will investigate an environmental issue, and can choose to study it at a local or global scale potentially partnering with a community organization or other entity. Through collaborative problem-setting, students identify ways design can impact complex systems, like those that comprise a city.

Spring 2010

PS8**EDUCATION**
MEDIA/ARTSParsons The New
School for Design

Program Description

This course will offer students the opportunity to gain an understanding of key concepts and skills essential to become global consultants for small business enterprises focusing on social innovation, empowerment, and community development through design. The course will prepare students to work with marginalized populations by developing sustainable business models through needs-based capacity building, product and project design and development, and by establishing networks of collaboration.

Spring 2010

Guatemalan Artisan Groups: Ajkem'a Loy'a & Ixoqui A'j Ru Xel Kiem

MEDIA/ARTS
INTERNATIONAL

Parsons The New
School for Design

Program Description

This course will offer students the opportunity to gain an understanding of key concepts and skills essential to become global consultants for small business enterprises focusing on social innovation, empowerment, and community development through design. The course will prepare students to work with marginalized populations by developing sustainable business models through needs-based capacity building, product and project design and development, and by establishing networks of collaboration.

Spring 2010

United Nations Development Business & Department of Public Information

MEDIA/ARTS
INTERNATIONAL

Parsons The New
School for Design

Program Description

Projects exploring the intersection of human behavior, knowledge sharing, interface design, and the information marketplace. By aiming at designing datasets that are meaningful, this SS&T section explores new ventures based on the commercialization of information.

Ongoing

Solar Decathlon

MEDIA/ARTS
ENVIRONMENT

Parsons The New
School for Design

Program Description

The Department of Energy has sponsored an international competition between selected universities called the Solar Decathlon. The event challenges students to conduct advanced research, design and build a "net zero" exposition house using only the power of the sun. Parsons has entered the next round, which will conclude with a built structure displayed on the National Mall in DC in the Fall of 2011.

Ongoing

DESIS LAB

ENVIRONMENTParsons The New
School for Design

Program Description

The Design for Social Innovation and Sustainability, (DESIS) Lab was founded in 2009 with a grant from the Rockefeller Foundation's New York City Cultural Innovation Fund, The DESIS Lab brings together designers and scholars from The New School, M.J.T., Stanford, and a range of public and private organizations. The Lab's current project is an urban sustainability initiative that involves identifying, strengthening, and replicating environmentally sound practices that exist in local New York City neighborhoods. (Examples include tool repositories, food co-ops, and side-walk cleanup campaigns.) In the process, the DESIS team is promoting a sense of community and collective engagement among local residents.

2009-2010

Newark Waterfront Project

MEDIA/ARTS
ENVIRONMENT

Parsons The New
School for Design

Program Description

Tour of Newark bay, study of Newark waterfront - site for studio project. Site visit, site documentation and community workshops. Document site in Ironbound neighborhood.

April,
2009

Students Design Label For Kiehl's Earth Day Launch

ENVIRONMENTParsons The New
School for Design

Program Description

The Parsons/Kiehl's partnership was forged through last year's Sustainable Design Review, which challenged students to examine the retail consumption cycle and develop solutions to decrease consumer waste by increasing awareness of sustainability

Ongoing

EDUCATION
HEALTHThe New School for
Social Research**Clinical Psychology Externships (and Externship Seminars)**

Program Description

Clinical doctoral students are engaged in volunteer clinical activities which serve the NYC and the metro area. Students in the first year conduct inpatient groups with chronically and persistently mentally ill patients and receive training in Cognitive Behavioral and Relational Therapies and Structured Clinical Interviews. First years also provide voluntary diagnostic assessment services to patients at Bronx Lebanon Hospital Center and The New School Counseling Center, services which might otherwise be unaffordable to many. During their second and third years, students work clinically with patients on an outpatient basis through the Brief Psychotherapy Research Program housed at Beth Israel. Second and third year students are also engaged in part-time externship placements in which they provide individual, group and assessment services for children, adults and families at hospitals and agencies throughout the area. Some students in the third and fourth years provide long-term psychotherapy at Beth Israel's Adult Outpatient Program or the NYU Program for Psychotherapy and Psychoanalysis.

March 9,
2010**SOCIAL JUSTICE**

The New School

Social Entrepreneurship Education and Resources Meet Up

Program Description

The New School Ashoka Partnership welcomes representatives from three leading NYC-based Social Entrepreneurship organizations – Young Women Social Entrepreneurs, Spark Seed and StartingBloc. Students learn how to support their venture or ideas through Fellowships, leadership development and funding opportunities.

April 2010

INTERNATIONAL
SOCIAL JUSTICEMilano The New
School for
Management and
Urban Policy**Clinton Global Initiative University**

Program Description

President Clinton launched the Clinton Global Initiative University (CGI U) in 2007 to engage the next generation of leaders on college campuses around the world. Each year, CGI U hosts a meeting for students, national youth organizations, and university officials to discuss solutions to pressing global issues. The third annual CGI U Meeting will be held at the University of Miami from April 16-18, 2010. At this meeting, nearly 1,500 attendees will come together to make a difference in CGI U's five focus areas: Education, Environment & Climate Change, Peace & Human Rights, Poverty Alleviation, and Public Health. CGI U is a growing community of young leaders who don't just discuss the world's challenges -- they take real, concrete steps toward solving them. Throughout the year, and as a prerequisite of attending the CGI U meeting, students, youth directors, and university officials develop their own Commitments to Action: a specific plan of action that addresses a pressing challenge on their campus, in their community, or in a different part of the world.

Ongoing

SOCIAL JUSTICEMilano The New
School for
Management and
Urban Policy**Milano Client Internships**

Program Description

Milano students regularly provide non-profit and technical expertise to community groups, city agencies and non-profits such as: the NYC Housing Preservation & Development, NYC Housing Development Corp., NYC Housing Authority, local hospitals, etc.

Eugene Lang
College**EDUCATION**
MEDIA/ARTS

Cecilia Rubino

I Have a Dream (Theatre in Education)

Enrollment No. / 12

Course Description

Students combine in classroom sessions with on-site work at the Chelsea Elliott public school. In after-school sessions, Lang students facilitate an experience where children have the opportunity to explore Engaged Theater, expanding their literacy and communications skills. Students can also participate in a research practicum which explores child development or work on a documentary that follows the program's progress.

Eugene Lang
College**EDUCATION**
MEDIA/ARTS

Rebecca Stenn

I Have a Dream (Dance in Education)

Enrollment No. / 12

Course Description

Students will work to gain the skills that will allow them to teach dance to 2nd and 3rd Graders at The Chelsea Elliott School. The course will look at pedagogical methods, connections between dance and the children's literacy and math syllabi, as well as focusing on teaching games and methods that are effective for the appropriate age group. The 2nd and 3rd Graders will expand both their communication skills, by working in a collaborative way with their peers and student teachers, and their physical skills by learning to use their bodies to express emotions and tell stories all while gaining physical awareness, self confidence and discipline. The children will also have a chance to explore concepts of improvisation and problem solving skills with the Lang student teachers, all as viewed through the lens of dance.

Eugene Lang
College**EDUCATION**
MEDIA/ARTSGabrielle
Bendiner-Viani**I Have a Dream: Photographic NYC**

Course Description

Photography can be a powerful way to understand a new place. In this visual urbanism class, students will gain skills that blend art, journalism and research to create an in-depth exploration of a place. Training students to use light, color and composition, the class will involve image-making, critique and readings and visual lectures on place, focusing on developing each student's practice as a thoughtful, competent place photographer. This class is also a collaboration with a local community organization, addressing ideas of photography as exchange and exploration. Prior digital photography experience is not necessary, but each student should have a digital camera. (This course is open only to first year students.)

Eugene Lang
College, NSSR**EDUCATION**

Miriam Steele

I Have a Dream Practicum

Enrollment No. / 4

Course Description

Lang Students volunteer two afternoons a week over the term at the Chelsea I Have a Dream site, mentoring a 'dreamer' via help with homework. After each session, the Lang student records 'case notes' describing what happened, how it felt, who said what and so on. These notes are then presented at seminars led by Dr. H. Steele, where the observational notes are discussed in the context of theory and research on child development. Students prepare a term paper integrating their case notes with various possible ways of understanding the child's strengths and difficulties. Doctoral students in the NSSR Clinical Psychology program assist in mentoring Lang students onsite at the IHAD program and provide clinical assessment services for at risk IHAD students (per the request of IHAD staff) under the supervision of clinical psych faculty.

New School for
General Studies**ENVIRONMENT**

Donovan Finn

Urban Environmental Policy

Enrollment No. / 12

Course Description

This course examines the dramatic transformation under way in the field of environmental policy-making, critically reviewing regulatory programs and institutions for environmental protection in the United States, particularly those that affect cities. Through readings and case studies, students focus on how environmental issues become the subject of policy-making and the methods policy-makers use to address difficult environmental challenges. We evaluate recent shifts from traditional command-and-control regulations to alternative methods of conservation and environmental protection, including market-based approaches to pollution control, information regulation, risk-based decision-making, citizen participation, voluntary efforts at pollution control, and efforts to reduce risks in poor and minority communities. This course is a survey of the field and prepares students for more advanced courses in environmental policy analysis and environmental management.

Eugene Lang
College**SOCIAL JUSTICE**
EDUCATION

Tim Pachirat

Cambodia Winter Break Study Abroad

Enrollment No. / 16

Course Description

This course engages the perils, paradoxes, and promises of contemporary Cambodia by combining intensive service learning with an academically rigorous examination of the politics and history that make up the Cambodian present.

Eugene Lang
College**EDUCATION**
INTERNATIONAL

Jeanne Lambert

New City, New Words: ESL Methods

Enrollment No. / 10

Course Description

Using New York City's rich immigrant communities as a training ground, the course prepares students to plan and execute effective English as a Second Language instruction for ESL students of all levels. The course focuses on how to teach grammar, vocabulary, functions, and pronunciation. Students work on speaking, listening, reading, and writing instruction and develop and apply skills in language analysis, reading, and writing. The course includes a two-hour per week teaching practicum with a local non-profit organization. Students have the opportunity to co-teach an ESL class within immigrant communities.

Eugene Lang
College**EDUCATION**
INTERNATIONAL

Jeanne Lambert

New City, New Words: ESL Practicum

Course Description

Students will work to gain the skills that will allow them to teach dance to 2nd and 3rd Graders at The Chelsea Elliott School. The course will look at pedagogical methods, connections between dance and the children's literacy and math syllabi, as well as focusing on teaching games and methods that are effective for the appropriate age group. The 2nd and 3rd Graders will expand both their communication skills, by working in a collaborative way with their peers and student teachers, and their physical skills by learning to use their bodies to express emotions and tell stories all while gaining physical awareness, self confidence and discipline. The children will also have a chance to explore concepts of improvisation and problem solving skills with the Lang student teachers, all as viewed through the lens of dance.

New School for
General Studies**ENVIRONMENT**
HEALTH
SOCIAL JUSTICE

Ana Baptista

Environmental Justice in American Cities

Enrollment No. / 7

Course Description

This course critically explores urban development patterns alongside the evolution of industrial production and environmental protection practices that have led to environmental injustices. Particularly, we examine the social relations of production and power that contribute to the manifestation of unjust conditions in the urban environment. Finally we consider the most critical question: What can be done to correct these inequalities? Emphasis is placed on the public policy, planning, and community based solutions to the problems of environmental injustice. We use local cases and guest lectures to enrich class readings and discussions.

Eugene Lang
College**ENVIRONMENT**

Eric Thomann

**I Have A Dream/Lang Outdoors
(Community Gardens)**

Enrollment No. / 14

Course Description

This course will engage students in developing and sustaining New York City community gardens. Students will partner with grassroots organizations to improve community gardens, grow food, paint murals, and map environmental conditions in neighborhoods. They will be required to do such things as raise vegetable beds, plant trees and shrubs, paint signs, mix compost, and perform a variety of other horticultural and beautification tasks. Students may also be involved in environmental action projects with community groups.

Eugene Lang
College

Engaging Urban Homelessness

Enrollment No. / 10

SOCIAL JUSTICE

Course Description

Robert Freiherr
Von Mahs

The course introduces students to the problem of urban homelessness through service learning offering students the opportunity to place field experiences of working with homeless service and advocacy organizations within a rigorous academic framework and to think about ways to address homelessness in creative, innovative, and unconventional ways. Students will work with homeless service organizations on specific, predetermined tasks which involve yet are not limited to outreach, client-service interactions, policy formulation, advocacy, and service management. We will meet bi-weekly in class to share experiences and explore specific thematic issues surrounding homelessness and homeless policy with the goal of placing personal experience into a broader academic framework. The last part of the course is dedicated toward collaboratively developing creative solutions to urban homelessness beyond mainstream approaches to homelessness.

Eugene Lang
College

New York/New Orleans

Enrollment No. / 17

SOCIAL JUSTICE**MEDIA/ARTS****ENVIRONMENT**

Maureen Grolnick

Course Description

Through a course entitled (Re)Building Public Education and Possibility in the New New Orleans, Education Studies students are learning to think critically and expansively about the politics of educational reform efforts and the contradictions and complexities that accompany emergent debates and tensions in the field. Students are linking classroom based seminar discussions with spaces of experiential learning across various sites in New Orleans over spring break, allowing them to theorize and frame complex inquiries into the place and purpose of education in larger issues of political governance, knowledge construction, and social justice.

Eugene Lang
College

On Air: newschoolradio

Enrollment No. / 17

MEDIA/ARTS

James Briggs

Course Description

WNSR is the New School's web-based radio station. Students are responsible for managing and producing content for the station's five programming streams, currently conceived as a series of podcasts while streaming options are being explored. Course components include station management including marketing and fundraising; Audio production including basic recording and mixing; Broadcast journalism including interviewing and writing for radio; Feature productions, editing, and critiquing; Music programming; Artistic performance programming-interfacing with Eugene Lang's wide array of creative performance and arts programming. This is a practiced-based course.

A Critical History of the Long Civil Rights Movement

Enrollment No. / 10

SOCIAL JUSTICE**EDUCATION**

Komozi Woodard

Course Description

The Long Civil Rights Movement is the new perspective on the history of the Black freedom struggle. Martin Luther King's historic speech at the 1963 March on Washington marked a century after President Lincoln's 1863 Emancipation Proclamation. This course explores more than a century of the freedom struggle for American citizenship. Students will study the lives of major leaders like Dr. King alongside the experience of ordinary people like Fannie Lou Hamer, Robert Williams, Anne Moody and Bob Moses. The course examines the recent changes in our understanding of the geography, chronology and leadership of the Black Revolt. As wave after wave of freedom activists arose to leadership, women at the grassroots level took the helm. Ultimately, women like Yuri Kochiyama, Shirley Chisholm, Flo Kennedy, Johnnie Tillmon, Toni Cade Bambara, Rosa Parks and Assata Shakur redefined the Civil Rights-Black Power agenda. During Spring Break, students will travel to Atlanta, Birmingham and Memphis and to visit civil rights landmarks and meet with civil rights activists and scholars.

Eugene Lang
College

Urban Forestry

Enrollment No. / 14

ENVIRONMENT

Philip Silva

Course Description

In this course, students are trained to become Citizen Tree Pruners through Trees New York, a local environmental advocacy organization. The training consists of eight hours of classroom work and four hours of field-based learning with a Trees New York Forester. Training topics include street tree identification and biology, pruning skills, and tree health maintenance. The balance of the course covers topics in community development, urban mapping, and citizen environmental stewardship. Upon passing a mid-term exam, students are certified to prune trees owned by the City of New York. A final project focuses on mapping a patch of Manhattan's urban forest and developing a proposal for supporting local street tree stewardship.

Eugene Lang
College**Lang Cycling Team**

Enrollment No. / 8

ENVIRONMENT

Course Description

Christopher
Brunson

As New York City plans for a greener future, sustainable forms of transportation--especially biking--seem likely to take an ever-larger role. In this course, offered in conjunction with Recycle-a-Bicycle, students develop the knowledge and skills to be safe, informed, and proactive urban cyclists. They learn the basics of bicycle maintenance and repair, take a close look at bicycle politics and policy, and undertake regular group bike rides all over the five boroughs.

Parsons The New
School for Design**Technology & Social Change**

Enrollment No. / 13

ENVIRONMENT
INTERNATIONAL

Course Description

Helidoro San
Miguel

This course analyzes the impact of technology in society, pointing out the ways in which the development and introduction of new technologies not only transforms their surroundings, but also modifies existing social values and relations, and creates new ones. Technological innovation is seldom ideologically neutral, and many times provokes profound social transformations, often in unintended ways. We also analyze the role of information technologies as a crucial factor in the spread of ideas.

Parsons The New
School for Design**Image Ecologies Seeing Sustainability**

Enrollment No. / 22

ENVIRONMENT
MEDIA/ARTS

Course Description

Yates McKee

This course will interrogate the relation of the artistic, architectural, and design fields to the contested ecological paradigm of sustainability. We will begin with a genealogy of the concepts of "nature" and "environment," and then examine the emergence of the modern environmentalist movement in the United States and globally with a special emphasis on the visual cultures of the latter, including those pertaining to the environmental justice movement spearheaded by poor people and people of color. With this philosophical and historical backdrop, we will then examine phenomena such as land art, sustainable architecture, "green" product design, and environmentalist tactical media.

Parsons The New
School for Design**Urban Public Space**

Enrollment No. / 10

ENVIRONMENT

Course Description

Joseph Heathcott

Students examine the constitution of public space in the American city, from sidewalks and squares to malls, airports, beaches, and parks. The instructor lays the groundwork with a core of readings and site visits that explore key themes, including: theories of the public sphere; critiques of normative public formations and behaviors; the intertwined histories of urban space, public life, and civic culture in the U.S.; shifting boundaries of public and private; and methodological approaches to public space research. Following these core themes, students work collaboratively to develop a reading list and research tasks suitable to the studio project. Teams of students lead weekly discussions of specific topics related to the functions, uses, morphologies, and experiences of small urban sites.

Parsons The New
School for Design**Anti-Consumerism and Sustainable Consumption**

Enrollment No. / 22

ENVIRONMENT
SOCIAL JUSTICE
MEDIA/ARTS

Course Description

Juulia Kauste

We focus on the role of design in facilitating and supporting the development of alternatives to the capitalist patterns of consumption as well as in creating a world more in tune with a sustainable and ecological approach to life. The course begins with examinations of ethical consumption movements, both officially-sanctioned (such as labeling schemes) and grass-roots campaigns (consumer boycotts). It then looks at attempts to withdraw in part or whole from capitalism, from 'buy nothing' compacts to downshifting and voluntary simplicity. Finally, the course examines attempts to establish more cooperative economies, whether commercial service systems, digital mass collaborations or community shared resources. We explore the role of design in enabling these initiatives.

Parsons The New
School for DesignEDUCATION
MEDIA/ARTS

Georgia Traganou

Learning Through Design

Course Description

This course is based on the premise that design pedagogy from K to 12 is fundamental for the cognitive development of children, and for fostering a meaningful relationship with their material environment. The term 'design pedagogy' implies not merely vocational design training, but the use of design thinking as a process that through visual learning, hands-on experiences, and project-based engagement can help children comprehend a variety of humanities and science-based subjects. The course will provide an overview of various pedagogical systems that use integrative approaches, such as Montessori, Froebel and Bank Street. Students will visit schools of this type in New York City in order to perform first-hand observations of their educational environments and methods.

Parsons The New
School for Design

INTERNATIONAL

Anooradha Iyer
Siddiqi

Design & Social Justice

Course Description

This seminar investigates convergences of design and human rights. We will examine theoretical and instrumental objects, spaces, and practices along themes of spatial politics and territorial activism, such as: camouflage, war, borders and camps; politics of reconstruction; technologies of terror and surveillance; statelessness, displacement, and diaspora; humanitarian nongovernmental practice. Reading critically in the fields of visual representation and design practice, we will isolate and interpret discourses that have developed in historic relationship to the conditions of modernity, the inexorable urbanization of the planet, unprecedented human mobility, and a pluralism of intellectual theory. Our goal is collective and individual: to identify a philosophical, historical, and theoretical context for further intellectual development and practical strategy.

Enrollment No. / 18

Parsons The New
School for DesignENVIRONMENT
INTERNATIONAL

Matthew Bissen

Space, Design & the Everyday

Course Description

The course will emphasize spatial issues that emerge in the process of globalization, particularly as they are shaped by conditions of intense demographic mobility, global media, environmental degradation, and weakening of the nation-state on one hand, but also a rise in trans-national and activist initiatives that aim at counterbalancing the effect of top-down strategies and acts.

Enrollment No. / 19

Parsons The New
School for DesignMEDIA/ARTS
HEALTH

Saraleah Fordyce

Packaging Public Health

Course Description

This course examines the challenge of and tools used for creating change through design by looking at both written theory and practical examples. We will begin by discussing historic and contemporary national public health messages and then move towards a focus on campaigns in New York. In addition to the course readings students will document, map and critique examples around the city, and work on a video project with the local organization Public Health Solutions.

Enrollment No. / 21

Parsons The New
School for DesignSOCIAL JUSTICE
MEDIA/ARTS

Margot Bouman

Surveillance

Course Description

Our attitudes towards surveillance are ambivalent, to say the least: we see it as either intrusive or fundamentally undemocratic, or as a guarantor of our safety, or as an opportunity to perform our everyday lives in our domestic spaces to previously inaccessible and unimaginable audiences. This course will trace these movements as part of a destabilization of the divide between public and private spaces and behaviors. It will do so through an assessment of "the perfect storm" created by the development of increasingly sophisticated visual surveillance technologies, the current political and legislative context, and the rise of "surveillance entertainment."

Enrollment No. / 22

Parsons The New
School for Design**MEDIA/ARTS**Radhika
Subramaniam**Art Interventions: City as Site**

Enrollment No. / 11

Course Description

This course is concerned with the forms of non-monumental public art making called interventions. Intended to activate debate and discussion around issues of the public realm rather than exhibitory, such urban interventions address themselves directly to their site and are fuelled by its specific histories and politics. We will investigate how an urban aesthetics is brought into being and shaped by the interaction between the materiality (spaces, things, buildings) and the imaginaries (images, ideas, metaphors, relationships) of the city. We will also look at the particular curatorial and art/design issues that arise from these forms of site-specific and often, time-bound public art projects. Students will be asked to produce curatorial and public interventions, and we will also look at a wide variety of sources including film, performance, historical and theoretical material.

Parsons The New
School for Design**MEDIA/ARTS**

Nicolas Guagnini

Public Engagement

Enrollment No. / 11

Course Description

The terms "site" and "specificity" have been broadly interpreted and expanded upon over the last century and especially within the last 30 years by artists, architects, critics and theorists. This class will discuss various approaches and strategies involved in placing a work within a "site" context and the ensuing issues, politics, and meanings that arise from it. We will be viewing and discussing a broad selection of artists' work that have been and are currently associated with the category of site specific and public engagement.

Parsons The New
School for Design**EDUCATION****MEDIA/ARTS**Ga Brinkmann
Zhang, Edward By-
field, John Hennelly,
Iain Kerr, Christopher
Kirwan, Patty Moro-
zov, Eugene Moss,
Michie Pagulayan,
Scott Pobiner, Katie
Salen, Sven Travis**Collaboration Studio: Gimbel Library & Social Media****Course Description**

This class will focus on the library as a site and as a central node within a larger network of discussion and social commentary. We will research, design, and propose methods for installing and visualizing this layer of commentary and networked interactivity to the Gimbel Library at Parsons. Through working directly with Gimbel Staff and learning about developments in Library Science, students will develop a series of proposals that will offer methods for adding a social layer to the Gimbel Library using a variety of media and processes.

Parsons The New
School for Design**MEDIA/ARTS****HEALTH**Ga Brinkmann-
Zhang, Edward By-
field, John Hennelly,
Iain Kerr, Christopher
Kirwan, Patty Moro-
zov, Eugene Moss,
Michie Pagulayan,
Scott Pobiner, Katie
Salen, Sven Travis**Collaboration Studio: Eye Writer**

Enrollment No. / 12

Course Description

In this course, we will expand upon the EyeWriter project, a collaboration between 5-former Parsons teachers and students and Tony Quan, a paralyzed Graffiti writer, with the goal of producing a low cost eye tracking device for advanced stage ALS patients to draw with their eyes. This collaboration studio will both expand on that project through improving the physical device and the nature / depth of the software, via studying and responding to the unique challenges of eye tracking interaction. In addition, the class will work on one or two additional projects relating to open source tools "new audiences", such as the elderly, the disabled, the mentally ill or others.

Parsons The New
School for Design**EDUCATION**Ga Brinkmann-
Zhang, Edward By-
field, John Hennelly,
Iain Kerr, Christopher
Kirwan, Patty Moro-
zov, Eugene Moss,
Michie Pagulayan,
Scott Pobiner, Katie
Salen, Sven Travis**Collaboration Studio: Learning through Design**

Enrollment No. / 9

Course Description

Course participants will develop design problems with 12th grade students at the Lower Manhattan Arts High School. Projects will explore the psycho-geography of home and neighborhood in Lower Manhattan. Students will also engage in classroom observations, ethnographic research and user testing for various activities. The course will culminate in the production of a collaborative final publication & exhibition at the Henry Street Settlement, which will offer an arena for public discussion to share what students have learned with the broader community.

Parsons The New
School for DesignINTERNATIONAL
ENVIRONMENT
HEALTHGa Brinkmann-
Zhang, Edward By-
field, John Hennelly,
Iain Kerr, Christopher
Kirwan, Patty Moro-
zov, Eugene Moss,
Michie Pagulayan,
Scott Pobiner, Katie
Salen, Sven Travis**Collaboration Studio: Red Cross**

Enrollment No. / 15

Course Description

A course for those interested in the social responsibility and the agency of design, designers and design thinking. We will be partnering with the Red Cross to develop communicative strategies around the subject of climate change and adaptation. The projects stem from current real world concerns and the work and knowledge produced will be shared with the Red Cross Disaster Managers and the local communities whose livelihoods are already being affected by climate change. We will be investigating systems thinking, interfacing, mapping, diagramming, and other forms of representing complex problems that are constantly in flux.

Parsons The New
School for DesignINTERNATIONAL
MEDIA/ARTSGa Brinkmann-
Zhang, Edward By-
field, John Hennelly,
Iain Kerr, Christopher
Kirwan, Patty Moro-
zov, Eugene Moss,
Michie Pagulayan,
Scott Pobiner, Katie
Salen, Sven Travis**Collaboration Studio: Urban GEL**

Course Description

Urban GEL (Global Exchange Laboratory) is designed to identify and study theories, methods, and tools from anthropology, media design, and architecture that would enhance the experience and interventions of artists and designers engaged in a global context. The course is primarily directed towards developing tools for collaborative urban design activism. Participatory tools include remote and on-the-ground participant observation, ethnographies and immediate interventions in the form of play, installations, probes, and implementable mobile media prototypes rooted in specific sites and conditions that are driven by citizen interaction, feedback and agency. New forms of activism and advocacy are sought that utilize networked/mobile technologies, advertising campaigns, performances and alterations to urban environs, which organize citizens and draw media attention to issues of concern beyond traditional demonstration or protest formats.

Parsons The New
School for DesignINTERNATIONAL
MEDIA/ARTSGa Brinkmann-
Zhang, Edward By-
field, John Hennelly,
Iain Kerr, Christopher
Kirwan, Patty Moro-
zov, Eugene Moss,
Michie Pagulayan,
Scott Pobiner, Katie
Salen, Sven Travis**Collaboration Studio: Make Magazine**

Enrollment No. / 18

Course Description

In-class workshops and guests will inform individual and group assignments on hacking how-to projects and producing outstanding online documentation including tutorials in text, pictures, and video. We'll combine traditional and novel techniques and materials in electronics, computation, crafts, fabrication, and other DIY genres to make tools, toys, art, hacks, and upgrades. We'll release our projects as fully and openly as possible and investigate the cultural implications of participating in the global open source DIY community. Through MAKE, students will have opportunities for online exposure and access to a network of innovators, hackers, hobbyists, and crafters.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS
SOCIAL JUSTICEBenjamin Bacon,
Michael Morris**Digital Architecture 1: Modeling for Urban Design**

Enrollment No. / 8

Course Description

This course mixes analysis of urban design in New York City with digital modeling. The goal of the course is to develop three dimensional communication techniques accessible to a wide audience of anyone involved in the complex decision-making processes involved in shaping the urban environment. This course brings together urban design theory and new digital technologies in urban information mapping, modeling, digital video and 3-d simulation, as a way of understanding and communicating how cities transform and differentiate over time. This course will involve creating digital models of Manhattan in relation to its various constituencies. The students will do three digitally based analytical exercises that combine historical and abstract knowledge with empirical experience in order to frame a public discussion about the future of this area of the city.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS
INTERNATIONALBenjamin Bacon,
Michael Morris

Global Exchange

Enrollment No. / 19

Course Description

The course is designed to identify and study theories, methods, and tools from anthropology, media studies, and architecture that would enhance the analysis of complex problematic urban conditions and enrich potential urban design practices to address these problems. The course is primarily directed towards developing tools for collaborative urban design activism. Tools include remote and on-the-ground participant observation, ethnographies and design processes rooted in specific sites and conditions that are driven by citizen interaction, feedback and agency.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS

Craig Bernecker

Lighting Technology and Developing Countries

Enrollment No. / 15

Course Description

This course explores the impact of light and lighting initiatives in developing countries, looking at social and economic issues as well as lighting technologies that might be useful to consider in these applications. It will explore humanitarian organizations providing lighting to poor people in remote areas who currently rely on kerosene lamps or even wood fires as their source of lighting. The course as conceived would explore the social and economic conditions in countries where lighting systems are being distributed, the technologies currently being implemented, potential improvements in the technologies, and the impact the use of such systems has on a sustainable world. Hands-on work with the technologies and the exploration of opportunities for improvement are part of the course.

Parsons The New
School for Design

MEDIA/ARTS

Deborah Cohen,
Aaron Fry, Julia
Gorton, John Roach,
Tamar Samir, Mad-
eline Schwartzman,
Stacy Seiler, Jennifer
Stearns

Foundation Lab 2: Get Involved

Enrollment No. / 173

Course Description

Students engage with individuals and/or communities, creating an impact through art and design. Possibilities include work with existing non-profit, community groups, environmental organizations or student-identified situations that require intervention. As agents of social change, students might develop a website, create materials for outreach or fundraising, or mount an information/branding campaign.

Parsons The New
School for Design

MEDIA/ARTS

Ina Archer, Patricia
Cassidy, Stephanie
Diamond, Diane
Dwyer, Charles Gold-
man, Leslie Grant,
Patrick Hughes,
Adrienne Reynolds,
Sergio Ruzzier,
Susan Wellers

Foundation Lab 2: Subculture NYC

Enrollment No. / 176

Course Description

Students work on projects that expose social phenomena, mapping relationships that exist outside of the mainstream and, often, under the radar. Studio skills and research are brought together to create projects that balance critique with social engagement. Art and design can reveal and influence the complex social codes and patterns that intersect within our culture. Students find creative strategies to identify, engage with and comment upon an aspect of society that might otherwise be unseen.

Parsons The New
School for DesignSOCIAL JUSTICE
MEDIA/ARTS
ENVIRONMENTLars Chellberg, Jes-
sica Corr, Kian Goh,
Jennifer Hamilton,
Emily Moss, Laura
Sansone

Foundation Lab 2: Environmental

Enrollment No. / 91

Course Description

With a focus on issues of ecological sustainability, one of a number of environmental problems in New York City will be explored: energy consumption, water or resource consumption, and waste. Students will investigate an instance of one of these environmental issues at a specific site, potentially partnering with a community organization. Through collaborative problem-setting, students identify ways design can make a difference in complex systems, like those that comprise a city.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS**IDC Interfaces: Urban Sensing**

Course Description

This course introduces students to the design challenge of engaging slowly-changing urban ecosystems that demand our rapid attention. In this class we will design ways of rendering critical ecosystem processes to become legible, relevant and sensible in everyday life. To do this we will explore ecological concepts of onset, event and release, design parameters of scale, fit and measure as well as social science tools of sampling, monitoring and feedback looping. Students develop a design project that can adapt, anticipate or even inspire ecosystem change through situated action.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS

Elliott Maltby

IDC Collab: (Re)Imagining Public Space

Enrollment No. / 10

Course Description

This course will address contemporary philosophical, theoretical, methodological and design/production issues related to 'public space' in New York City, with a specific emphasis on the simultaneous process of privatization and re-appropriation of public sites. This is a hands-on studio. We will partner with multiple organizations --profit and not-for-profit, public as well as private-- in order to explore ways in which relationship(s) between public space, democracy and the civics can be examined, imagined, and (re)framed. The class will be organized through field visits, hands-on research projects, readings and films, and most importantly the semester-long design project.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS

Victoria Marshall

IDC Collab: Urban Intervention - Temporary Works

Course Description

This course investigates the continual rebuilding and retrofitting of cities, and will explore new roles that design can play in these complex processes. In particular, this class will explore how the sites of 'reconstruction' can become sites of participatory engagement. We will aim to overlay or rethread the requirements of safety and security with that of attraction, curiosity and anticipation. Traffic detours, scaffoldings, sidewalk closures, orange cones, jersey barriers, loud drilling, and trash dumpsters challenge workers, residents and visitors alike. In working with external partners on specific sites in New York City, we will consider ideas such as repurposing materials, flexible programming, digital interaction, and physical urban interventions.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS
EDUCATIONAL

Victoria Marshall

IDC Collab: Urban Services

Enrollment No. / 13

Course Description

A hands-on design studio carried out in partnership with external organizations will focus on daily-life-services that affect the wellbeing and quality of life of urbanites and urban communities. The real-life situations students will design for may include youth-related services, food services, education services, and prevention and reintegration services as related to incarceration, among others. Students will explore new service opportunities through specific service design methods and tools, such as direct field research and co-design practices.

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS

Alison Mears

SDS Projects: Urban Community

Enrollment No. / 6

Course Description

The aim of this course is to partner with a non profit organization, in New Orleans, on an already identified site, to develop design solutions to problems identified in this specific neighborhood. Working with graduate policy students from Milano the group will develop innovative solutions for sustainable community development. Through design research, conceptualization, iterations and development, students will produce a sustainable and financially viable proposal that the organization can implement in their future plans for the site.

IDC Collab: Designing Collab Development

Enrollment No. / 14

Parsons The New
School for DesignINTERNATIONAL
MEDIA/ARTSClive Dilnot, Pascale
Gatzen, Eduardo
Staszowski, Nadia
Williams

Course Description

This course will offer students the opportunity to gain an understanding of key concepts and skills essential to become global consultants for small business enterprises focusing on women's empowerment and community development through design. The course will prepare students to support artisan or other community groups by developing sustainable business models through needs-based capacity building, product and project design and development, and by establishing networks of collaboration.

IDC Collab: Urban Dyeing

Enrollment No. / 10

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTS

Victoria Marshall

Course Description

Urban Dyeing engages multiple partners to grow plants in the New School neighborhood with a sense of purpose. The class aims to educate about plants, gardening, garden design, public space and participatory models of engagement. In this student driven initiative students are encouraged to collaborate and feed of each other's ideas and initiatives to develop, multiply, diversify or bifurcate from the ongoing project. We will be planting plants, harvesting plants, composting, assembling containers for plants. We will also be designing with water, heat and cool as well as dyeing, sewing, selling, sharing and trading.

IDC Collab: Urban Interventions - Urban Evacuation

Enrollment No. / 4

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTSBen Katchor, James
Osman, Raoul
Rickenberg

Course Description

In this course, students will have an opportunity to address an issue that is central to emergency management – emergency evacuation – from a perspective that is both strategic and design-oriented. Over the course of the semester, we will design new ways for New York City to approach emergency evacuation. We will work hand-in-hand with organizations such as the NYC Office for Emergency Management in order to ensure that the strategies we envision address pressing governmental concerns. Likewise, we will spend time “in the field” with emergency services and the publics with whom they work to make sure that our strategies are well grounded. By the end of the course, you will have a solid grounding in design-research methodology as well as experience working closely with experts in urban emergency management.

IDC Collab: Explorations in Revitalization and Beautification

Enrollment No. / 4

Parsons The New
School for DesignENVIRONMENT
MEDIA/ARTSBen Katchor, James
Osman, Raoul
Rickenberg

Course Description

Students will investigate possibilities of using the means and methods of public art, street art, urban play and civic activism in order to reframe and critique contemporary notion of urban revitalization and urban beautification. The site for student work will be in New York City. A community-based, not-for-profit organization that has been a catalyst behind a neighborhood's transition - is common. Students will address issues of community participation, communication, economies of scale, the impact and meaning of messages in the public sphere, particularly in the context of multiple and often alienated audiences. Through research and art/design responses, student will develop a critical understanding of the visual landscape and roles that social imaginary plays in the complex processes of urban transformation. Students develop proposals to a final stage, ready for implementation.

Crafter Culture, Contemporary Art and Creative Agency

Enrollment No. / 23

Parsons The New
School for Design

MEDIA/ARTS

Sabrina
Gschwandtner

Course Description

Many contemporary artists are creating works that are interdisciplinary, performance-oriented, technology-based, and participatory. These projects dip into the overlapping fields of craft and design in order to catalyze exchanges outside of traditional art audience boundaries, create political commentary, explore tactility, critique the art market, and respond to dissatisfaction with mainstream culture. This course will introduce such works of art as well as notions of craftivism. Students will be asked to consider distinctions between the contemporary roles of artist, designer, hobbyist and crafter, and to address questions about how artworks engage viewers in social, political, and community-oriented expression.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE

Dennis Derryck,
Carol McMillan &
Bonnie McEwan,
Antonin Wagner

Theory & Practice of Nonprofit Management

Enrollment No. / 64

Course Description

The course focuses on management functions pertinent to effective leadership across different types of nonprofit organizations. The course also emphasizes the dynamic and complex legal, regulatory, global, and socioeconomic contexts of management decision-making. Topics include the history, scope, and contemporary theories of nonprofit organizations and management issues relating to non-profits, fundraising and development, financial management, accountability, human resources management, volunteer management, strategic planning, marketing, governance and leadership, advocacy, ethics, and the future of nonprofits.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE

Hank Goldstein, Aida
Rodriguez, Antonin
Wagner

Advanced Seminar in Nonprofit Management

Enrollment No. / 69

Course Description

This seminar helps participants use theoretical concepts and research findings as instruments of practical problem-solving and apply what they have learned in their training program at Milano to real-life situations in management. To that end, students produce a Professional Decision Report or a paper of publishable quality as a master's-level research project.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE

Dennis Derryck &
Anna Rabinowicz

Social Entrepreneurship Through Design

Enrollment No. / 15

Course Description

The central focus of this course is the creation of a business plan to generate earned business income for a local nonprofit organization. Policy issues that affect the development of earned business income, including IRS regulations and the debate on unfair competition by nonprofit organizations, are discussed. Students working in teams develop a business plan for a particular venture. This plan covers all aspects of planning a business, including the management team, market research and analysis, financial projections for the first five years of the venture, and financing sources. Each team is required to present its business plan to a client and potential investors at the end of the course.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE

Blaise Rastello

Community Development Finance Lab

Enrollment No. / 15

Course Description

The Lab examines community capital markets through real-world projects and produces working tools organizations can use every day. The course consists of: (1) the Pro-Bono consulting clinic that allows students to work in partnership with community based organizations to conduct feasibility studies and business plans for their community economic development projects, (2) seminars with community development finance experts where students learn about particular issues and techniques as well as are provided with networking opportunities, (3) workshops to build technical skills. This component of the course consists of workshops in which students learn about a particular community development finance tool, such as the New Markets Tax Credit and Low Income Housing Tax Credit.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE

Karen Merson

Global, Organizational, and Individual Perspectives on Social Change

Enrollment No. / 175

Course Description

This core course is designed to acquaint students with the contexts and complexities faced by professionals who engage in change activities. Through real world issue analysis, interdisciplinary theoretical learning, and individual and group problem application, students hone their competencies in creating value that serves public, private, and nonprofit interests. The course explores progressive change at the societal, organizational, and individual levels of analysis.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE
INTERNATIONAL
ENVIRONMENT
HEALTH

Nidhi Srinivas

Civil Society and International Development

Enrollment No. / 15

Course Description

This course presents key theories on civil society and NGOs, within the context of the distinct roles NGOs perform as for international development policy, in terms of delivering aid, coordinating disaster relief, advocating for communities, and delivering basic services. To what extent do such roles constitute the historical promise of civil society as a force for democratization and political accountability? What else could constitute the larger "associational ecosystem" of civil society? Through case studies that focus on debt relief, the AIDS crisis, the women's movement, farmer's movements and fair trade, students are encouraged to broaden their understanding of civil society and explore various forms of partnerships that NGOs foster to generate inclusive social change.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE

Antonin Wagner

Capitalism, Democracy, and Civil Society

Enrollment No. / 2

Course Description

The course is intended to help students understand the shifting forces that in postindustrial societies shape the relationship between capitalism, democracy, and civil society. The triangulation of these forces provides guidelines for defining a new division of labor between a country's economic institutions, its democratic polity, and civil society. Based on these findings, students engage in semester-long group projects that discuss new tasks assigned to social enterprises, international nongovernmental organizations, and progressive philanthropic institutions in response to this changing environment.

Milano The New School
for Management and
Urban Policy

INTERNATIONAL
EDUCATION

Ben Meade

Education and International Development

Enrollment No. / 24

Course Description

An introduction to the economic, social, and political dimensions of education and to the policies and practices of education in developing countries. Students become familiar with a wide range of issues and skills necessary to participate in the debates around the state of education in varied countries and regions of the world. We consider the current level of educational achievement across the globe, the prevailing diagnoses of the most important problems, the most prominent goals for improvement (e.g., the U.N. Millennium Development Goal), the politics of educational reform, and the most promising strategies for improving educational achievement and social and human development outcomes.

Milano The New School
for Management and
Urban Policy

ENVIRONMENT
HEALTH
SOCIAL JUSTICE

Warren Balinsky

Environmental Health-Care Issues in the Community

Enrollment No. / 9

Course Description

We study a range of contemporary environmental health issues, including asthma, lead poisoning, Gulf War Syndrome, smoking, bioterrorism, Legionnaire's Disease, and cancer. We explore the social, political, and economic factors of environmental illness, emphasizing such concepts as population analysis, community diagnosis, causation and transmission of disease, and risk assessment. These standard epidemiological concepts are more contested and less precise when applied to suspected or known environmental sources of illness, and often, medical interventions to combat or prevent environmental health hazards occur only after the affected group and its advocates take political action. Students gain the skills and knowledge to make them better practitioners and advocates of an environmental health-care policy.

Milano The New School
for Management and
Urban Policy

MEDIA/ARTS
SOCIAL JUSTICE

Bonnie McEwan

Media Advocacy and Social Marketing

Enrollment No. / 19

Course Description

This course examines the components of effective media advocacy and social-marketing campaigns, identifies particular policy issues that may be addressed through the strategic application of media advocacy and social-marketing principles, and considers some ethical dilemmas that arise when government agencies engage in social activism and when commercial marketing and media techniques are applied to complex issues of public policy.

Milano The New School
for Management and
Urban Policy

SOCIAL JUSTICE

David Howell

Urban Labor Markets and Public Policy

Course Description

This course explores how urban labor markets function and how government programs and nonprofit organizations can work to improve outcomes for low-skill workers. The course focuses on the extent to which employment and earnings outcomes can be explained by worker skills, with considerations of skill mismatch, spatial mismatch, and discrimination and the effectiveness of recent public policies designed to improve labor-market outcomes for disadvantaged workers in urban areas.

New School for
General Studies

SOCIAL JUSTICE

MEDIA/ARTS

Lydia Foerster,
Margaret Bates

Research Methods for Media Activism

Enrollment No. / 25

Course Description

This course will provide an overview of research methods for media activism. Students will analyze media activists' use of websites and blogs to share information or organize people into action, or to give a public face to activist groups. Documentaries that list specific ways people can take action will be screened. Students will learn how to conduct research to help organizations use media effectively to meet their objectives of political or social change. They will also learn which research methods to use to find out if media does help advance social justice or if people are actually moved to action by the media they consume.

New School for
General Studies

MEDIA/ARTS

Lydia Foerster

Projects in Advocacy Media

Enrollment No. / 12

Course Description

Advocacy media is used to train, teach, motivate, shock, inspire, raise awareness, consciousness and funds. With more opportunities for independent journalists and activist groups to form global alliances, Advocacy Media is an increasingly powerful tool for social change. Students interested in the potent intersection of media, action and society will explore various theoretical approaches to social change as they work on exercises meant to expand and strengthen production skills. We will explore the advocacy potential of the production process as well as the product, including media training, witness and performance media and alternative authorship approaches to traditional documentary and narrative. We will also investigate the tactical potentials of various media including mobile video, podcasting and flash mob activism. Students will be required to make contact with non-profits, special-interest groups, their families, friends or communities to collaborate on a final project.

New School for
General Studies

MEDIA/ARTS

ENVIRONMENT

Paul Ryan

Social Media for Sustainability

Enrollment No. / 10

Course Description

In this course we will ask how social media can be used to shape sustainable futures. We will configure ourselves as an online social network by referencing our different watersheds as bioregions, our kinship systems over generations and how our jobs relate to sustainability. We will then use the 'super-theory' of sociologist Niklas Luhmann to analyze modern society, distinguish between mass media and social media and address the difficulties of ecological communication. Students will research a sustainability problem evident in their own watershed and, with classmates as consultants, articulate how social media could be used to solve the problem and nurture sustainability.

New School for
General Studies

MEDIA/ARTS

Jessica Blaustein

Urban Media Lab: Strangers

Enrollment No. / 14

Course Description

Real and imagined, the modern metropolis is defined by the presence and circulation of strangers. As spaces of encounter, relation, and interactivity that are shaped by a range of old and new media practices, cities have historically been both celebrated and reviled for their stranger relations, and strangers have functioned as complex sites for the negotiation of rights, property, and citizenship. Through the figure of the stranger, students will investigate the roles that information and communication technologies play in shaping urban narratives of identity and belonging. Students will be introduced to a range of art and design experiments, and to key texts in cultural and social theory, urban studies, and architectural history to explore critical issues and topics from surveillance to privatization to open source. Students will be encouraged to use New York City as a laboratory for expanded research and intervention.

New School for
General Studies**Mediated Environments**

Enrollment No. / 22

MEDIA/ARTS
ENVIRONMENT

Christiane Paul

Course Description

This course invites students to think experimentally about media-based environments and experiences. It investigates designs, contexts, and audience uses of different mediated spaces. Students will explore how attention to and design for embodiment and for media-based experiences might lead to innovative media practices in public spaces, museums, institutions and online digital environments. The class will consider the role that locative, mobile media—camera and video phones, Blackberries, iPhones, and mobile devices with embedded GPS—play in the mediation of our environment. Students will analyze how mediation affects our awareness of the social and physical contexts of the environment surrounding us. The course will explore the effect that mediated spaces have on the understanding of personal, cultural, and informational contexts.

New School for
Social Research**Feminist Critical Theory**

Enrollment No. / 11

SOCIAL JUSTICE

María Pía Lara

Course Description

Feminist critical theorists have encountered the need to meet the challenge of changing social arrangements in order to establish fairer ways in which to fight against exclusion. They involve not only identifying how social perceptions need to be changed, but also, different ways in which certain specific transformations can be capable of redefining social institutions, while also contributing to new ways of thinking about the agents of social change. Feminist critical theories were until now engaged in thinking about the transformation of social institutions, or finding new definitions of social agents based in two different and almost irreconcilable strategies: the agonistic model, which helped create new ways of defining social agents; and the normative model which helped to redefine justice and autonomy. The strategies about resistance seek to comprehend the complexity of power and domination by analyzing the different technologies and practices of subjection that are constitutive of our social order. The aim of the course will be to consider how these two strategies need not be seen as contradictory but they need to be mediated.

New School for
Social Research**Politics and Political Theory in the U.S.: Power, Participation, and Choice**

Enrollment No. / 13

SOCIAL JUSTICE

David Plotke

Course Description

This course is about democracy and theories of democracy—in field terms, it is at the junction of American politics and political theory. Whatever merit debates about minimal versus full forms of democracy or procedural vs. substantive democracy may have had, they now impede clarity and innovation in thinking about democracy. We begin with three starting points of analyses and arguments about democracy. One point of departure is about founding democracy, and thus about rebellions, pacts, transitions, and constitutions in creating and renewing democratic polities. A second point of departure emphasizes forms of expression, where democratic politics is a means through which the citizens and public develop and articulate their programs and claims. Central is the third point of departure: decisions. How can legitimately democratic decisions be produced and enacted? This point leads to questions about power, equality, voting, representation, participation and collective action, judicial review, and civil disobedience. How are different democratic virtues related in democratic theories and practices? What is the relation between (democratic) politics and other social relations? These questions are pursued via empirical cases and theoretical works.

New School for
Social Research**Democracy and Boundaries: Conflicts about
Membership, Borders, and Diversity**

SOCIAL JUSTICE

Course Description

David Plotke

The basic democratic proposal, that we should govern ourselves, raises hard questions about boundaries. For good reasons, democratic commitments always seem to collide with boundaries—yet the latter may be necessary for democratic practices. These issues take dramatic practical forms in arguments about voting and inclusion, immigration, civil conflict and separation, and political expression. They arise in and across many different countries and regions. We examine citizenship and its relation to democratic governance. What should be the criteria for citizenship and which citizens should be able to participate in self-governance? We address these questions partly by looking at historic and contemporary forms of exclusion. Second, we consider borders between states, divisions within states, and the problem of immigration. Are there legitimate grounds on which citizens in democracies can bound their own polities?

Third, we examine conflict within democratic politics. Presuming that democratic polities manage rather than dissolve conflict, what limits can be placed on modes of action and forms of expression by political actor? We consider whether and when limits can be placed on political speech and expression, disruptive political action, civil disobedience, and political violence. When and how (if ever) is it legitimate to impose limits in the name of managing deep conflict within democratic polities and expanding democratic practices? These questions are examined via theoretical texts and empirical studies of recent and ongoing experiences in different parts of the world.

New School for
Social Research**Media and Micropolitics**

Enrollment No. / 5

SOCIAL JUSTICE

MEDIA/ARTS

Course Description

Jeffrey Goldfarb

This course examines the way social interaction constitutes politics, with a tight focus on interpersonal interactions and with time and space considered as variables influenced by media forms. We consider the relationships among face-to-face deliberation, the printed word, and electronic media. Theoretically, the course attempts to integrate the micro-sociology of Erving Goffman with the political theory of Hannah Arendt. Empirically and historically, cases are examined in which micro-interactions constitute political forms and contests. Normatively, the relationships between free associations, free speech, and free politics are studied.

New School for
General Studies**Critical Security Studies**

Enrollment No. / 38

SOCIAL JUSTICE

Course Description

Everita Silina,
Michaela Hertkorn

"Are we secure yet? Or does our increasing investment in security discourses result from a gnawing and growing sense of insecurity? Lives and livelihoods, elections, economies, industries, institutions and international relations revolve around issues of security. The concept is dramatic enough to warrant the use of military force and declare states of emergency, and malleable enough for political rhetoric and fashion marketing. This course will critically explore the concept of security as a central organizing principle of the modern social order and its contemporary trajectory.

This course concerns critical thinking about security—the active analysis, synthesis, and application of information in ways that interrogate and elucidate established ideas. This is not a course on security policy or threats per se, but about understanding security as a dynamic organizing category with (very) real world effects. Topics include the fundamental interrelation between security and social order, including classic political, sociological and psychological approaches that conceive of security as the underlying logic of modern society and the contemporary international system, critical assessments of conventional security frameworks, and current trajectories of security, such as technologies of control and surveillance, networked organizational forms, privatization and commodification, and the shifting nature of emergencies and intervention."

New School for
General Studies

INTERNATIONAL

Everita Silina

Global Governance

Enrollment No. / 48

Course Description

This seminar explores the structures, actors and processes of global governance through a focus on international organizations. The first part of the course introduces key debates in global governance and examines the origin and development of international organizations. The second part of the course investigates different theoretical and analytical approaches to studying global governance and international organizations - including rationalist, sociological, domestic and critical approaches and the ways they give rise to different puzzles and research strategies.

The third part of the course applies these theoretical perspectives to the study of the role of international organizations in areas related to global security and global political economy. We examine relevant international organizations (including the United Nations, the International Criminal Court, the World Trade Organization, and the IMF/World Bank), their strength vis-à-vis different actors (including states and non-governmental organizations), and different processes and outcomes in different issue areas. The final part of the course examines emerging issues of global governance, including the rise of private authority, the role of global civil society, the European Union as a "model" for global governance, and the role of the United States and international organizations. By the end of the course participants should gain a deeper analytical understanding of recent theoretical and empirical developments in the field of global governance and international organizations.

New School for
General StudiesINTERNATIONAL
SOCIAL JUSTICE

Michael Cohen

African Cities

Enrollment No. / 18

Course Description

"In a context of globalization in which cities have gained increasing importance as nodes in a variety of transnational flows, African cities are often presented as dysfunctional and defined primarily in the register of "lack": a lack of global and transnational connection, a lack of order and efficiency, and, more generally, a lack of modernity. Drawing on an interdisciplinary set of readings, this course seeks to provide students with a historically, theoretically and empirically grounded understanding of African cities that challenges and complicates these assumptions. At a time of increasing urbanization on the African continent, what might the study of urban African contexts tell us about forms of belonging and culture; connections and disconnections between people and institutions; about distinctions between "the formal" and "the informal" and between "tradition" and "modernity"; about the logics and effects of structural adjustment; and about the shifting terrain of governance and political mobilization? The first part of the course will ground the study of African cities historically, focusing in particular on how the colonial legacy and the immediate postcolonial period has shaped African cities.

The second part takes urban planning and urban infrastructures as a lens through which to understand social, political and cultural relations within the postcolonial city and beyond. We will approach infrastructures as networked systems that both shape and are shaped by urban forms of social life, and, as such, can open up a set of larger questions about sociality, culture and politics in African cities. Through a set of case studies, the course will focus in particular on how urban infrastructures - including material, media, fiscal and cultural infrastructures - are involved in the increasing integration of African cities and simultaneously produce new disjunctions and forms of marginalization. Lastly, the course will explore how the city and its infrastructures become the terrain of contestation, in the process reconfiguring the status of legitimate claims to citizenship and belonging."

New School for
General StudiesINTERNATIONAL
SOCIAL JUSTICE

Eleanor Acer

Refugees and Asylum

Enrollment No. / 18

Course Description

This class will examine a range of issues relating to refugees, asylum and displacement. The class will use the current, and rapidly growing, Iraq refugee crisis as a window into refugee, asylum and displacement issues, while also examining these issues in other geographic contexts as well, including in Africa, Asia, Europe and Latin America. The course will address the principle of "non-refoulement," the institution of asylum, the definition of a "refugee," internal displacement, Palestinian refugees, exclusion from protection, the impact of counter-terrorism policies, the rights of refugees, including the right to work and access to education, detention, the impact of migration control measures, interdiction, the role of UN agencies, NGOs and other actors, and xenophobia and discrimination.

New School for
General StudiesINTERNATIONAL
SOCIAL JUSTICE

Anna DiLellio

Humanitarian Intervention

Enrollment No. / 24

Course Description

"This course addresses the legal, political and ethical questions that arise from humanitarian intervention. Contemporary events and the growing internationalization of human rights legislation can pose a serious challenge to existing legal and political notions of state sovereignty and war, as the debate on the 1999 NATO bombing campaign against the Former Republic Yugoslavia (today Serbia and Montenegro) amply demonstrates. In that case, NATO's intervention and its aftermath tested the post-Cold War world's growing consensus on human rights as a normative framework for both the claims and obligations of individuals and states. We will give particular attention to those issues, among others drawn from recent conflicts, including Bosnia and Herzegovina, Rwanda and Iraq.

The course starts with a survey of the main norm-setting documents, as well as the political and intellectual arguments that lay out the justification and limits of humanitarian intervention. As the concept (and the policy) of intervention develops, both theoretically and in policy terms, the notion of the use of force to build peace takes new turns after September 11. In the theory of preemptive / preventive war the primary goal is to stop rogue states from threatening the lives of democracies, but the 'realist' perspective of international politics rests also on a normative base that includes a humanitarian component.

As the theory of the just war is stretched to accommodate a wider range of particular cases, today, as in the 1990s, the questions remain the same. When and how is it just to intervene? What are the outcomes of intervention or the lack of it? How does intervention deal with democratic governance in postconflict societies? Answering questions on the concrete consequences of intervention might also help redefine its foundation and purposes."

New School for
General StudiesINTERNATIONAL
SOCIAL JUSTICE
MEDIA/ARTS

Laura Forlano

New Media and Global Affairs

Enrollment No. / 17

Course Description

New media - blogs, wikis and other interactive technologies - are increasingly important to the work of organizations engaged in global affairs. This course surveys current developments in new media collaborative filtering, open source software, users as producers, virtual communities - and their implications for non-profit organizations, the private sector, government and international organizations. How are these technologies reshaping the mass media, and thereby changing global affairs by altering the way we see ourselves or the way we perceive other cultures? What are the best practices in terms of applying these technologies for social, political and economic change?

New School for
General StudiesSOCIAL JUSTICE
ENVIRONMENT

Victoria Marshall

City and Environment

Enrollment No. / 5

Course Description

What are the sources and consequences of urban environmental degradation? What is the role of cities in broader patterns of environmental degradation? How do different social groups interpret this process and tackle (or ignore) its challenges? This course takes a political economy approach to environmental dynamics as they relate to the city, paying special attention to the role of globalization. Topics include the culture of consumption, movements for environmental justice, and the growing role of cities as political actors within transnational environmental politics. We will draw on (and build upon) case studies taken from New York - including an oil spill in Brooklyn and a sewage treatment plant in Harlem - as well as from urban Brazil, India and China. Assignments will include the use of mapping techniques to explore the spatial dimensions of urban environmental politics and to better understand the challenges of "designing the livable city."

New School for
General Studies

Cities and Employment

Enrollment No. / 12

SOCIAL JUSTICE

Course Description

Steven Miller

"This course will review the recent history of development thinking on urban development and on employment creation and explore the policy options available to cities, local governments and international development assistance organizations to support urban job creation. The course will draw heavily on case studies from the International Labour Office, the World Bank, the Cities Alliance and other international development agencies to help prepare students to work at both the policy and operational level in this field in public service, non-governmental organizations or the private sector.

The course will explore different forms of employment in the formal and informal sectors, self-employment and livelihoods. In order to ground the subsequent analysis, different national and international mandates on job creation will be discussed, including the "right to work" in the UN Universal Declaration of Human Rights (1948), "full, productive and freely chosen employment" stated in the ILO's Employment Policy Convention, youth employment in the Millennium Declaration and Decent Work in the 2005 World Summit. These employment centered mandates will be discussed in the light of the different international mandates on cities and urban development, including the Habitat Agenda (outcome of the Second United Nations Conference on Human Settlements, Istanbul, 1996), the Millennium Development Goal of Cities without Slums (2000) and the work of the Cities Alliance, UN-Habitat and other development assistance organizations.

The course will link the conventional wisdom on urban development - based largely on analyzing urbanization in terms of either physical and spatial development or of demographic trends - with recent literature and practical examples of how job creation strategies support sustainable urban growth. Drawing on case studies of City Development Strategies, Slum Upgrading Strategies and Programmes, Local Economic Development Programmes, Municipal Investment Programmes and financing options, the course will prepare students to critically assess the work of international development organizations in the fields of job creation, urban development and municipal capacity building. Specific case studies will also investigate grassroots initiatives in the areas of community contracting community-based waste recycling and collection, labour-intensive infrastructure development, municipal training and capacity building initiatives and projects to support workers and employers in the informal economy."

New School for
General Studies

Global Youth Media

SOCIAL JUSTICE**EDUCATION****MEDIA/ARTS**

Course Description

Steven Miller

In this graduate seminar, students will study the international youth media movement and its relationship to human rights, visual inclusion, and transformative pedagogy. Beginning with a base in critical pedagogy and the theories of Paulo Freire, we will study how transformative education has influenced non-formal and popular education movements. The second block of the course will examine the history of community-based media from an activist perspective and through the politics of representation. Closely related is the emergence of indigenous media, digital and visual inclusion projects, and the trickle down of these rights into youth media programs. The central section of the course will cover the contemporary landscape of youth media from a holistic perspective involving video production, kids with camera projects, and youth journalism. The forth section of the class will study how ones sets up and designs a youth media project with a broad focus on new media documentary practice involving film, photography and sound design. The final part of the class will consider how one packages youth media through online media environments, progressive outreach, and through human rights education.

New School for
General Studies

Global Youth Media

Enrollment No. / 20

SOCIAL JUSTICE**MEDIA/ARTS**

Course Description

L.H.M. Ling

"This course examines the intersection between art and world politics. We all know that art has been a crucial instrument of politics. This ranges from Beijing's Forbidden City to Beethoven's revolutionary Fifth Symphony to Leni Riefenstahl's "Triumph of the Will" to Picasso's Guernica to Václav Havel's underground writings for the Czech people when under Soviet occupation. Moreover, art itself is inherently political regardless of whether the artist has a particular political goal or message in mind. For art reflects a vision of the world that necessarily comes from a particular context. And that context is politically informed. Yet the field of politics, generally, and world politics, in particular, tends to overlook this powerful source of human agency, expression, and change. With globalization, especially, one can argue, in reverse to the usual, that "all politics is global" now. Accordingly, this course will explore the dual nature of art and world politics: that is, how one informs the other, thereby constructing the other. We will also try to theorize more systematically about this relationship as well as examine some of its practical applications."

New School for
General StudiesSOCIAL JUSTICE
MEDIA/ARTS
INTERNATIONAL

Michael Keating

Media Conflict & Post-Conflict

Enrollment No. / 13

Course Description

“”Conflict is generally a time of widespread failure of media to respect the rules of professional journalism, which may prove to have grave consequences for the population.”” Marie-Soleil Frère .This course will examine the impact of violent conflict on media and communication systems in developing countries. Using examples from countries like Liberia and Afghanistan and regions such as the Balkans and Palestine, we will address the role of media as instigators, supporters and victims of political violence. Starting from the immediate post-colonial period in Africa we will look at how post-colonial social consciousness is shaped in the triangle of government controlled media, independent local media and international media. We will also look at the economics of media in the developing world and understand how lack of financial resources distorts media quality and integrity. We will closely examine the role of both the local and international media in the Rwandan genocide of 1994 as well as other major conflicts in the Central and West Africa. We will also examine the role that international NGOs have played in rebuilding indigenous media systems after African conflicts as well as in Afghanistan. We will also look at the role that new media is playing in shaping 'electronic intafadas'.

This course is intended for students with a strong interest in media studies, media economics, development studies, African studies, conflict/peace studies, or post colonial studies. It is suitable for students contemplating positions with international NGOs or agencies that deal with building media capacity in conflict or post-conflict societies.”

New School for
General StudiesSOCIAL JUSTICE
INTERNATIONAL

Michael Cohen

Evaluating Development Impact

Enrollment No. / 29

Course Description

This course focuses on the assessment of the development impact of public policies and international assistance affecting slums, education, and micro-credit in developing countries. The course is intended to prepare students for the International Field Programs in which they will be working on programs and projects intended to improve living conditions in slums, strengthen educational programs, and/or assess the provision of micro-credit. These analytic tasks will be the core of student field work in Buenos Aires, Rio de Janeiro, and Mumbai during the summer [of 2010]. The course will therefore introduce students to some of the policy and analytic issues involved in these sectors as well as some of the relevant comparative analytic data and country experience. While the course will be required for students participating in these programs, students not intending to participate in these IFPs are also permitted to take the course. Students will be expected to develop research papers on the cities in which they will be working [in 2010] as part of their preparatory process.

New School for
General StudiesENVIRONMENT
INTERNATIONAL

Christopher L. Pallas

Global Civil Society

Enrollment No. / 11

Course Description

Global civil society refers to non-state, non-commercial actors operating in the international realm. It encompasses NGOs, faith groups, human rights movements, and global environmentalism. Over the past 30 years, these sorts of actors and movements have reshaped the international policy-making arena, introducing new norms and challenging the authority of states and international institutions. Supporters of global civil society claim that it has made global governance more democratic and empowered previously marginalized populations. Detractors argue that civil society itself is unaccountable and lacks transparency. This course addresses this debate, and teaches the history of global civil society, its mechanism of influence, and the theories necessary for evaluating its impacts.

Milano The New
School for
Management and
Urban Policy

SOCIAL JUSTICE

Michele Kahane

Introduction to Social Entrepreneurship

Enrollment No. / 20

Course Description

This course explores innovative, entrepreneurial approaches that address social problems within the United States and internationally and across diverse domains, such as education, economic development, the environment, health, and human rights. The course introduces students to key concepts associated with social innovation and social entrepreneurship and the steps in the entrepreneurial process: identifying an opportunity or social need, formulating a strategy to address the social problem, mobilizing resources and partners, managing growth, tracking results, and maximizing impact. We also examine the need for public policy to help develop and sustain these new activities and organizations. Cases, readings, and guest speakers advance our understanding of entrepreneurial social action in diverse contexts and the construction of new projects, organizations, and movements.

Milano The New
School for
Management and
Urban Policy

SOCIAL JUSTICE

Michele Kahane

Emerging Trends in Social Investment

Enrollment No. / 24

Course Description

The past few decades have seen the emergence of new models to address social challenges—including social enterprises, corporate social responsibility strategies, and public-private partnerships. Concurrently there was experimentation in social investment all along the continuum from pure philanthropy to market-rate investing. By tapping new funding streams (venture philanthropy, financial institutions, corporations, and others) these approaches can dramatically increase support for microfinance, community development, environmental sustainability, education, healthcare, and other areas. This course provides a broad overview of the emerging trends in social investment. Students are exposed to institutional, financial, technology, and policy innovations that seek to build a more robust and efficient social investment market in the United States and globally. They learn about trends, debates, and techniques in this field, as well as develop knowledge of the key organizational players.

Milano The New
School for
Management and
Urban Policy

SOCIAL JUSTICE

Michele Kahane

Funding Social Enterprise

Enrollment No. / 17

Course Description

The course is designed to deepen understanding of the financial needs of social enterprises from start-up through every stage of organizational growth. We explore financing of for-profit and non-profit social ventures through readings, discussions, cases, and outside speakers including leading social entrepreneurs and social venture funders. We look at venture philanthropy and social venture capital as well other approaches, such as prizes and competitions. We examine financing vehicles and tools, as well as non-financial resources to support capacity building. The project for this class is the creation of a proposal for a financing vehicle to support social entrepreneurship.

Milano The New
School for
Management and
Urban Policy

SOCIAL JUSTICE

Staff

Making a Difference: Global, Organizational, and Individual Perspectives on Social Change

Enrollment No. / 158

Course Description

This course is designed to acquaint students with the contexts and complexities faced by professionals who engage in change activities. Through real world issue analysis, interdisciplinary theoretical learning, and individual and group problem application, students hone their competencies in creating value that serves public, private, and nonprofit interests. The course explores progressive change at the societal, organizational, and individual levels of analysis

