

# THE NEW SCHOOL

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THE NEW SCHOOL

## THE NEW SCHOOL FOR GENERAL STUDIES

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## MESSAGE FROM THE EXECUTIVE DEAN

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The catalog you hold in your hands represents an educational journey, one that I hope you will find challenging and exhilarating. This catalog represents the beginning of a journey for us at The New School as well. The division that houses the graduate program in International Affairs is being expanded and transformed as part of an exciting educational venture. In 2010, The New School for General Studies (home to the Bachelor's Program and graduate programs in International Affairs, Creative Writing, Media Studies, and Teaching English to Speakers of Other Languages) and Milano The New School for Management and Urban Policy began operating as one division. This division will also serve as a hub for interdisciplinary undergraduate programs in environmental, urban, and global studies. In supporting such a broad array of innovative degrees and programs, our division of the university is demonstrating that we value interdisciplinary education; the interconnections of liberal, professional, and practical learning; and civic engagement on a local and global scale.

In one sense, this initiative represents a return to The New School's founding values of academic innovation and social responsibility. In another, it represents a rethinking of what a great university should look like in the 21st century. It is the result of a year-long planning process that has brought together students, staff, faculty, and administrators from across The New School.

What will the new shape of the division mean for you, as a student in one of our programs? In coming semesters, we will enrich opportunities for interdisciplinary linkage, collaboration, and active learning that engages with real-world issues and problems. I am proud of what we offer you now. I am excited by the opportunities for learning in action that we are developing.

For me personally, this venture also represents a journey. I have come to The New School as executive dean of this division after a quarter-century of teaching at a big public university and a small liberal-arts college. I came because I love The New School's values and its history of educational daring, and I am excited to help lead the initiative I've been telling you about. I look forward to meeting you and hearing your thoughts about what and how we are doing. I am certain that you will find your own ways to make your mark on this new, vibrant educational community we are building.

Sincerely,

**David Scobey**  
Executive Dean

## MESSAGE FROM THE DEAN

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The graduate program in International Affairs is new to me, and I see it with fresh eyes: I came to The New School in August 2010 after having spent most of my professional life as a professor and administrator at liberal arts colleges. I have been delighted with what I have found at this major university: dedicated, imaginative faculty; talented, focused students; and a curriculum unconstrained by disciplinary barriers.

The international affairs program prides itself on its entrepreneurial spirit, mixing critical thinking and practice. With focus areas in governance and rights, conflict and security, cities and urbanization, media and culture, and development, its courses encompass a broad range of challenges in today's globally integrated world. We engage students in the classroom and in field projects, for example, the International Field Program and the Practicum options, which involve students in work with public and non-governmental agencies and research institutions. Above all, the program nurtures a critical perspective motivated by the search for social justice.

Deeply committed to the traditions of The New School, Milano understands that solutions to human problems depend on values, not simply on technical paradigms. We are asking: What will be the effects of a policy on people's lives? Is one group paying too large a price in responding to others' needs? In sum, how do we balance effects when determining whether a solution is socially just or merely ameliorative. I had known the Milano graduate programs by reputation, but my discussions with the students, faculty, and alumni have helped me appreciate the special wisdom that distinguishes them.

Now, the international affairs program has joined forces with Milano The New School for Management and Urban Policy, creating even more opportunities for students to focus on issues in a global context, issues that reflect commonalities but also cultural differences. The school deepens and enriches the opportunities available to students. This is a special place, and I commend it to you.

### **Neil Grabois**

Dean, Milano The New School for Management and Urban Policy and the Graduate Program in International Affairs

## ACCREDITATION

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All degree programs at The New School are registered by the New York State Department of Education. The New School has been regionally accredited by the Middle States Commission on Higher Education since 1960. Additionally, professional curricula are accredited by the appropriate professional educational agency or board. Accrediting agencies of individual programs are listed below.

- Parsons The New School for Design has been accredited by the National Association of Schools of Art and Design since 1966.
- The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981.
- The master's program in Urban Policy Analysis and Management has been accredited by the National Association of Schools of Public Affairs and Administration since 1988.
- The master's program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.

## DEGREES AND CERTIFICATES

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The New School offers bachelor's degrees in Liberal Arts (BA or BS), Environmental Studies (BA and BS), and Global Studies (BA). The school also offers a BFA degree in musical theater for graduates of the American Musical and Dramatic Academy (AMDA) Integrated Program. The school offers master's degrees in Creative Writing (MFA), Environmental Policy and Sustainability Management (MS), International Affairs (MA or MS), Media Studies (MA), Nonprofit Management (MS), Organizational Change Management (MS), Teaching English to Speakers of Other Languages (MA TESOL), and Urban Policy Analysis and Management (MS); and a doctoral degree in Public and Urban Policy (PhD).

Higher Education General Information Survey (HEGIS) codes: BA and BS in Liberal Arts, 4901.00; BA and BS in Environmental Studies, 1999.10; BA in Global Studies, 2210.00; BFA in Musical Theater (AMDA program), 1007.00; MS in Environmental Policy and Sustainability Management, 0506.00; MA and MS in International Affairs, 2210.00; MA in Media Studies, 0601.00; MFA in Creative Writing, 1507.00; MS in Nonprofit Management and MS in Organizational Change Management, 0506.00; MA in TESOL, 1508.00; MS in Urban Policy Analysis and Management and PhD in Public and Urban Policy, 2214.00.

### Certificate Programs

The New School awards certificates of completion in several areas of study. A certificate attests to successful

completion of a structured program of courses designed to establish proficiency in a specific field. The following certificates are currently offered:

The New School awards certificates in Creative Arts Therapy (HEGIS code 5299.00)\*; Documentary Media Studies (graduate level; HEGIS code 0605.00); English Language Teaching-CTE (HEGIS code 5608.00)\*; English as a Second Language (noncredit only); ESL + Design (noncredit only); Film Production (HEGIS code 5610.00)\*; Leadership and Change (graduate level, credit only; HEGIS code 0506.00) ; Media Management (graduate level, credit only; HEGIS code 0599.00)†; Organizational Development (graduate level, credit only; HEGIS code 2199.00) Screenwriting (HEGIS code 5610.00)\* †; and Sustainability Strategies (graduate level, credit only; HEGIS code 0506.00).

Each certificate program has specific requirements. Students are responsible for knowing and completing attendance and academic performance requirements for their courses.

\*These certificate programs may be taken for undergraduate credit or on a noncredit basis.

†Students can complete these certificates on site, online, or in combination.

## NEW SCHOOL ALUMNI

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Graduates of the International Affairs program are cordially invited to take advantage of free admission to selected public programs; invitations to private events and receptions hosted by degree programs, the dean, and the university president; and reading privileges at the Fogelman, Gimbel, and Scherman libraries, as well as networking and professional development opportunities. Alumni also receive and are invited to contribute to the alumni newsletter. For more information, visit [www.newschool.edu/alumni](http://www.newschool.edu/alumni) or contact Francisco Tezén, Director of Development, 212.229.5662.

## ACADEMIC CALENDAR

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### Fall 2010

Registration for continuing students	April 5–30
Registration for new students; late reg. for cont. students	August 23–27
Classes begin	Monday, August 30
Convocation	Thursday, September 2
Last day to add a class	Monday, September 13
Last day to drop a class	Monday, September 20
Last day to withdraw from a class with a grade of W NSGS Graduate students	Monday, December 20
Online Session A	August 30–December 20
Classes and exams end	Monday, December 20

#### *Holidays*

Labor Day Weekend: Saturday–Monday, September 4–6

Rosh Hashanah: Wednesday–Thursday, September 8  
eve\*–September 9

Yom Kippur: Friday–Saturday, September 17 eve\*–  
September 18

Thanksgiving: Wednesday–Sunday, November 24–28

Winter break: Tuesday–Friday, December 21–January 21

\*\*\*\*No classes that begin Wed and Fri 4pm or after and  
no classes all day Thurs and Sat

### Spring 2011

Registration for continuing students	November 1–29
Registration for new students; late reg. for cont. students	January 18–21
Classes begin	Monday, January 24
Last day to add a class	Friday, February 4
Last day to drop a class	Friday, February 11
Last day to withdraw from a class with a grade of W NSGS Graduate students	Monday, May 16
Online Session A	January 24–May 16
Classes and exams end	Monday, May 16
Graduation	Monday, May 23

#### *Holidays*

Martin Luther King Day: Monday, January 17

President's Day: Monday, February 21

Spring break: Monday–Sunday, March 14–20

### Summer 2011

Registration for continuing students	April 4–29
Last day to add a class	prior to 3 <sup>rd</sup> session
Last day to drop a class	prior to 4 <sup>th</sup> session
Last day to withdraw from a class with a grade of W NSGS Graduate Students	Wednesday, July 27
Classes and exams end	Wednesday, July 27
Online Courses	June 6–August 5

#### *Holidays*

Memorial Day: Monday, May 30

Independence Day: Monday, July 4

Note: University administrative offices are closed on  
Fridays from June 17 through August 12. This does not  
affect classes scheduled to meet on Fridays.

## THE GRADUATE PROGRAM IN INTERNATIONAL AFFAIRS

Michael Cohen, Director  
cohenm2@newschool.edu

**Philip J. Akre**, Assistant Director  
akrep@newschool.edu

**Mark Johnson**, Assistant Director for Practice-Based Learning  
johnsonm@newschool.edu

**Fabiola Berdiel**, International Field Program Coordinator  
[berdielf@newschool.edu](mailto:berdielf@newschool.edu)

**Nana A. Kusi**, Executive Secretary  
amoahkun@newschool.edu

### Message from the Director

Welcome to the Graduate Program in International Affairs (GPIA). In this catalog, you will learn about our exciting program, which counts more than 600 graduates and currently enrolls some 400 students from 62 countries. This is a multidisciplinary program that combines theory and practice preparing students to address real and pressing problems in the international arena, ranging from humanitarian assistance in regions affected by war and natural disasters to upgrading slums in cities in developing countries, to applying a human rights perspective to pressing development needs. Our students come from all backgrounds and take their studies in many directions, from working on the ground in different countries, to research about the world for academic and policy institutions, to work in the media and the world of technology.

What differentiates GPIA and The New School from many other programs is our commitment and capacity to work with individual students, assessing their strengths and weaknesses, listening to their dreams, and challenging them to build new muscles as they prepare to enter the job market. We encourage our students to take on difficult tasks, to go beyond their comfort zones, to grow intellectually, analytically, and ethically as they learn about the complexity of international issues.

We combine classroom courses with our International Field Program, which every year sends about 100 students overseas for two months to work in national and local governments, NGOs, the media, and international organizations. Students have worked on urban environmental problems in Buenos Aires, youth media and human rights in Rio de Janeiro, workers' rights in Hong Kong, and consolidation of democracy in Nepal, to name a few of our sites.

It is clearer than ever that the problems of one country can no longer be solved by actions in only that country. The challenges in the United States of reducing unemployment, increasing industrial production and

manufacturing, or of reducing environmental risks cannot be solved without addressing immigration, reforming trade, and supporting global cooperation on emissions of greenhouse gases. The same dilemmas face Brazil and France. The economic crisis has once again demonstrated that global interdependence brings both opportunities and risks, yet must be understood as the foundation for policy and sustainability.

Come join us in our search for solutions!

Warm regards,

**Michael Cohen**  
Director

### About the Master's Program

The Graduate Program in International Affairs (GPIA) at The New School opened its doors with 50 students one week before September 11, 2001. It was conceived as a multi-disciplinary master's degree program which would combine theory and practice, classroom discussion, and field experience, and offer students a unique problem-oriented education which would differ from conventional programs in international affairs. These educational objectives were grounded in an assessment of global conditions at the beginning of the 21st century.

In the years since 9/11, the world has changed from an environment of economic growth and relative peace to one absorbed by wars and incidents and fears of terrorism. A period of prosperity has collapsed into the worst global recession since the depression of the 1930s. These realities and new fears of global climate change and nuclear proliferation all heighten the need for effective global governance and collaboration.

These macro-level problems exist in a world of growing recognition of human rights and the role of civil society, and where dichotomous thinking about government and the private sector is outdated. The collapse of icons of the free market like General Motors and Lehman Brothers and the socialization of private risk have fundamentally changed the perception of the role of government. The political claims of various groups, whether indigenous peoples, women, or environmental groups also create new political forces, which must be included in national and local solutions. The role of media and representation has become more significant than ever before. Indeed, in a world of instant information and growing calls for transparency and accountability, the meaning and practice of democratic governance is changing.

These problems and tensions provoke reconsideration of global and national economic and political paradigms and underline the need for new thinking that crosses disciplines, is rooted in the real conditions in different parts of the world, and links equitable and sustainable development to foreign policy and international cooperation.

As new norms and principles emerge for the resolution of global and national problems, analysis, decision-making, planning, action, and evaluation must be redesigned and adjusted to new circumstances. This requires new research and new actors but also inspired leaders. The world demands better and more transparent understanding, greater accountability, and learning in the service of effective policies. In other words, a new international practice is required, with individuals and organizations working in new and different ways.

All of the above emphasizes the pressing need for new pedagogy and training in the field of international affairs. In this context, GPIA has grown from an idea in 2001 into a vibrant master's program in 2010-11. From four courses in its first semester of 2001, the GPIA now offers more than 60 courses each semester and, in the summer of 2010, International Field Programs (IFP) in eight developing countries with 85 students participating. Classes are limited to 20 students per course, assuring seminar-style education with a strong emphasis on combining research and critical thinking with practical training.

Our more than 600 graduates work in international organizations, including the International Rescue Committee, UNIFEM, UNICEF, UNDP, World Bank, Human Rights Watch, Amnesty International, Open Society Institute, Women's Economic Development Organization, Centre for Housing Rights and Evictions in Geneva, Grameen Foundation, Global Fund for Children, UNESCO in Paris, Africare, Rockefeller Foundation, U.S. Department of State, USID, International Center for Transitional Justice, International Food Policy Research Institute, and media organizations that include the BBC, al-Jazeera, and the *New York Times*. GPIA has trained students who have worked in humanitarian assistance in Darfur, Indonesia, and India in the aftermath of the South Asian tsunami in 2004, famine in Ethiopia, conflict in Liberia, Sierra Leone, Afghanistan, and Chechnya, municipal government in Buenos Aires, and now are in the refugee camps of Pakistan.

The GPIA is now the largest international affairs program in the United States which is not its own school. Graduates have received awards for work on social development at the World Bank, attention in the Latin American press for studies of human rights in Argentina, and Fulbright fellowships to Japan, Indonesia, Colombia, and Barbados. The program is receiving increasing recognition within the agencies of the United Nations.

## Our Students

Our MA and MS students come from a broad spectrum of backgrounds, from former UN staff members to journalists, filmmakers, former Peace Corps volunteers, NGO workers, lawyers, and stockbrokers. Some seek brand new careers; others are looking for ways to address the limitations of existing approaches. All desire to build upon their personal experiences in the service of a better world.

Students are drawn to the program because of its multidisciplinary character. We train students to use theory and practice as complementary components. Through deeper understanding, practitioners and scholars entering the field can help to change both institutions and the world in which they operate.

International Affairs courses are supplemented by internships, fieldwork, weekly seminars on international affairs, conferences, and other special workshops and talks. Students work with departmental and university organizations and participate in activities that support their research. Student working groups include the Latin America Forum, Project Africa, Imagining Global Asia, Economics of Security, and Global Health. GPIA students publish an annual journal, *Contexts*.

During the summer they participate in international field experiences in locations such as Lebanon, Brazil, Hong Kong, Kosovo, Uganda, Argentina, Nepal, and Liberia.

Continuous contact with academic advisors, program staff, and university student services keeps students on track as they progress toward their professional goals. Learn more about student activities and achievements at [www.newschool.edu/internationalaffairs](http://www.newschool.edu/internationalaffairs).

## FACULTY

**Michael A. Cohen:** Michael Cohen (PhD, U. of Chicago) is director of the International Affairs Program. Before coming to The New School in 2001, he was a visiting fellow of the International Center for Advanced Studies at NYU. From 1972 to 1999, he had a distinguished career at the World Bank. He was responsible for much of the urban policy development of the Bank over that period and, from 1994-1998, he served as the senior advisor to the bank's vice-president for Environmentally Sustainable Development. He has worked in more than 50 countries and was heavily involved in the bank's work on infrastructure, environment, and sustainable development. He is a member of the U.S. National Academy of Sciences Panel on Urban Dynamics. He is the author or editor of several books, including most recently *Preparing the Urban Future: Global Pressures and Local Forces* (ed. with A. Garland, B. Ruble, and J. Tulchin), *The Human Face of the Urban Environment* (ed. with I. Serageldin), and *Urban Policy and Economic Development: An Agenda for the 1990s*. Other publications include articles in *25 Years of Urban Development* (Amersfoort, The Netherlands, 1998), *Cities Fit for People* (Kirdar, ed., 1996), *The Brookings Review*, *Journal of the Society for the Study of Traditional Environments*, *International Social Science Review*, *Habitat International*, and *Finance and Development*. He is currently completing a study of urban inequality in Buenos Aires. He has taught at UC Berkeley, Johns Hopkins U., and the School of Architecture, Design, and Urban Planning of the University of Buenos Aires.

**Jonathan Bach:** Jonathan Bach (PhD, Syracuse U.) is associate professor of International Affairs and chair of the interdisciplinary Global Studies undergraduate program. His current work concerns post-socialist transition in Germany and China. His work draws from anthropology, sociology, and political science to explore how received notions of sovereignty, space, and identity are reformulated through micro-level practices. He has also written on information technology and organizational change, labor migration and citizenship, and political theory. He has held post-doctoral research positions at Columbia and Harvard Universities, and visiting positions at Brown, Columbia, Berlin and Hamburg. He is author of *Between Sovereignty and Integration: German Foreign Policy and National Identity after 1989*, and articles in *Cultural Anthropology*, *Cultural Politics, Theory, Culture & Society*, *Geopolitics*, *Public Culture*, *Studies in Comparative International Development*, *Foreign Policy in Focus*, *Peace Review*, and *Philosophy and Social Science*. Bach is a faculty affiliate at the New School Department of Anthropology, Columbia University Center on Organizational Innovation, and the Center for European Studies at Harvard University.

**Nehal Bhuta:** (LLM, NYU School of Law; MA, The New School for Social Research) is an assistant professor

in the International Affairs program. He has previously worked with Human Rights Watch and the International Center for Transitional Justice, and at the Federal Court of Australia. His research interests are in international law, political theory, human rights law, and the laws of war. He has been the recipient of numerous prizes and awards, including a Fulbright Scholarship, a Hauser Global Scholarship, and a Social Sciences and Humanities Research Council of Canada research grant.

**Robert Buckley:** Robert Buckley (PhD, Economics, U. of Kentucky) recently joined the graduate program in International Affairs as a senior fellow. He is also an advisor to the Rockefeller Foundation, where he served as a managing director. His work at the foundation focuses on urbanization in developing countries, particularly policy issues related to slums in the cities of the global south. Prior to joining Rockefeller, Buckley worked as an advisor and lead economist at the World Bank. He has worked in more than 50 developing countries and has written widely on urbanization, housing, and development issues in the popular press such as the *Financial Times*, *New York Times*, and *Washington Post*, and in academic journals such as the *Oxford Bulletin of Economics and Statistics*, *Journal of Money, Credit and Banking*, and *Economic Development and Cultural Change*. His most recent book, co-edited with Michael Spence and Patricia Anez, is *Urbanization and Economic Growth*. He has taught at Syracuse, Johns Hopkins, and Penn State. He was the chief economist of the U.S. Department of Housing and Urban Development. He was a Fulbright Scholar, a Regent's Fellow at the University of California, and his work has been funded by the Marshall Fund and the National Science Foundation.

**Stephen J. Collier:** Stephen J. Collier is an assistant professor in the International Affairs program, teaching in the program since 2003. He received his PhD in Anthropology from UC Berkeley in 2001 and held research and teaching positions at Columbia U. before joining the New School faculty. He has conducted research and published on a range of topics including post-socialism, neoliberalism, infrastructure, social welfare, and, in a new project, contemporary security. He is the co-editor (with Aihwa Ong) of *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems* (Blackwell, 2004) and (with Andrew Lakoff) of *Biosecurity Interventions* (Columbia University Press, 2008). His articles have appeared in *Theory, Culture, and Society*, *Economy and Society*, *Environment and Planning D*, *Anthropology Today*, *Anthropological Theory*, and *Post-Soviet Affairs*. His book *Post Soviet Social: Neoliberalism, Social Modernity, Biopolitics*, is forthcoming. His current book project is on the genealogy of vital systems security.

**Sakiko Fukuda-Parr:** Professor of International Affairs, is a development economist working in the multidisciplinary framework of capabilities and human development on issues like human rights, poverty, conflict prevention, and global technology. From 1995 to 2004, she was lead author and director of the UNDP Human Development Reports. A Japanese national, Sakiko received her MALD from the Fletcher School of Law and Diplomacy and MA from the U. of Sussex (UK). She founded and is editor of the *Journal of Human Development* and is on the editorial board of *Feminist Economics*. Her publications, in addition to the *Human Development* reports, include *The Gene Revolution: GM Crops and Unequal Development*; *Readings in Human Development*; *Rethinking Technical Cooperation - Reforms for capacity building in Africa*; *Capacity for Development—Old Problems, New Solutions*, and numerous papers and book chapters on issues of poverty, gender, human rights, technology. She serves on the boards of several NGOs that advocate human rights and technology for development.

**David Gold:** David Gold (PhD, Economics, CUNY) is associate professor of International Affairs. He teaches in the conflict and security and development concentrations. He is a fellow of Economists for Peace and Security, an associate editor of *The EPS Journal*, and a member of the Security Policy Working Group. He is a co-founder and co-chair of the New School Study Group on the Economics of Security and, with co-chair Sean Costigan, edited a volume of papers from that group, *Terroronomics* (Ashgate, 2007). He coordinates the International Affairs Faculty Working Papers series. Professor Gold is currently conducting research on economic aspects of terrorism, the globalization of military production, and the political and economic determinants of military spending in the United States.

**Ashok K. Gurung:** Ashok Gurung (MIA, Columbia U.) is director of the India China Institute at The New School. He has taught at Columbia University's School of International and Public Affairs and has served as Program Officer for the Ford Foundation International Fellowships program based in New York City. A native of Nepal, he has worked with a number of non-governmental and multilateral organizations involved in micro-finance, higher education, capacity building, participatory community-based development, environment, and child-survival programs in various developing countries. He helped found and manage a U.S.-based cross-cultural study program in Nepal for international undergraduates.

**Margarita Gutman:** Architect and urban historian, Margarita Gutman (PhD, U. of Buenos Aires) is an associate professor of Urban Studies and International Affairs at The New School. She holds a Chair in Architecture and Urban History at the University of Buenos Aires. Dr. Gutman was a scholar at the Getty Research Institute and the Woodrow Wilson International

Center, a fellow at the International Center for Advanced Studies, NYU, and a senior fellow at the Vera List Center for Art and Politics at The New School. She is author and editor of five books; director of the exhibition, "Buenos Aires 1910: Memories of the World to Come" (1999/2000); and director/member/advisor of planned 2050 programs in Buenos Aires, New York, and Barcelona.

**Sean Jacobs:** A native of Cape Town, South Africa, Sean Jacobs received his PhD in Politics from the U. of London and his MA in Political Science from Northwestern U. He is working on a book on the intersection of mass media, globalization, and liberal democracy in postapartheid South Africa. He is co-editor of *Thabo Mbeki's World: The Politics and Ideology of the South African President* (Zed Books, 2002) and two other books. His most recent scholarly articles have appeared in *Politique Africaine* and *Media, Culture, and Society*. He is a regular contributor to the *Guardian's* "Comment is Free" site. He taught African Studies and communication studies at the U. of Michigan in Ann Arbor.

**Mark Johnson:** Mark Johnson (MIA, Columbia U.) is an assistant professor of International Affairs. He teaches the skills courses Program Development and Project Management, and Program Management in International Humanitarian Crises, and supervises the Practicum in International Affairs. He is also faculty coordinator of the International Field Program, which sends International Affairs students abroad for the summer. Johnson has worked for the International Rescue Committee, Center for International Rehabilitation, United Nations, and Human Rights Watch.

**Nina L. Khrushcheva:** Nina L. Khrushcheva is an associate professor of International Affairs at The New School and senior fellow of the World Policy Institute. She is also an editor of and contributor to *Project Syndicate: Association of Newspapers Around the World*. After receiving her PhD from Princeton U., she had a two-year appointment as a research fellow at the School of Historical Studies of the Institute for Advanced Study at Princeton and then served as Deputy Editor of *East European Constitutional Review* at the NYU School of Law. Dr. Khrushcheva's articles have appeared in the *Los Angeles Times*, the *Washington Post*, the *New York Times*, the *Nation*, the *Wall Street Journal*, *International Herald Tribune*, *Financial Times* and other international publications. She is the author of *Imagining Nabokov: Russia Between Art and Politics* (Yale University Press, 2007), and is currently working on a new book project, *The Lost Khrushchev*.

**Terra Lawson-Remer:** Terra Lawson-Remer (JD, PhD, NYU) is an assistant professor in the International Affairs program. Her research addresses economic development, human rights, natural resources, property rights, climate change, conflict, and the relationship between de jure and de facto institutions. She has worked as a dissertation researcher at the UN World Institute for Development Economics Research; as a legal fellow in the Business and Human Rights Program of Amnesty International USA; for the former UN High Commissioner for Human Rights at the Ethical Globalization Initiative; as a legal fellow for the New York Civil Liberties Union; and as an organizer with a number of other environmental and social justice organizations. Dr. Lawson-Remer is currently on leave and serving as a senior advisor for International Affairs at the U.S. Department of the Treasury, as a Council on Foreign Relations International Affairs Fellow.

**L.H.M. Ling:** L.H.M. Ling (PhD, MIT) is an associate professor of International Affairs. Ling's research interests include democracy in international relations, critical security studies, transcultural politics and postcolonial discourses (race/gender/class/culture), modalities of transnationalism, ethnographies of knowledge production and international development practice, and emerging regional economies. Her geocultural area of interest centers on East, Southeast, and South Asia and its relations with the West. Her books include *Postcolonial International Relations: Conquest and Desire between Asia and the West* (London: Palgrave Macmillan, 2002) and *Transforming World Politics: From Empire to Multiple Worlds* (London: Routledge, 2009), co-authored with Anna M. Agathangelou (York U.). Ling's publications have appeared in *International Feminist Journal of Politics*, *International Studies Quarterly*, *International Studies Review*, *Journal of Peace Research*, *Millennium*, *Positions: East Asia Cultures Critique*, *Review of International Political Economy*, *Review of Politics*, and several anthologies.

**Chris London:** Chris London has a PhD in Development Sociology from Cornell U. and has been an assistant professor in GPIA since July 2010. He has worked as a publisher, business manager, pizza cook, gofer, executive director, professor, dishwasher, research associate, consultant and more. In the International Affairs program, he works and teaches primarily in the Practice curriculum. He previously worked at the Centro de Investigaciones Económicas at the Universidad de Antioquia (Medellín, Colombia), where he helped conduct the baseline research for a *Desarrollo Rural Integrado* (DRI) program in Western Antioquia; the Consumer's Choice Council, where as Coffee Program director he worked with activists promoting Fair Trade, bird-friendly, and organic coffee certifications to producers, consumers, and policy makers; and Educate the Children, where he led a team of 20-plus employees conducting a unique Integrated Community Development program in rural Nepal.

**Manjari Mahajan:** Manjari Mahajan is an assistant professor in the International Affairs program. She received her PhD in science and technology studies from Cornell U. in 2008. She also holds a MSc in Science Policy from SPRU at Sussex University (UK). Before joining The New School, she had a two-year postdoctoral fellowship from the Social Science Research Council. Mahajan's interests are in international health, science and technology studies, and development policy. She has conducted research on the AIDS epidemics in South Africa and India, and the impact of global intellectual property regimes on public health and biomedical research. She is currently working on a book manuscript provisionally titled *The Anatomy of Humanitarian Emergencies: Science, Citizenship, and Global Governance of the AIDS Epidemics of India and South Africa*.

**Everita Silina:** Everita Silina earned her PhD in political science at the Maxwell School of Citizenship and Public Affairs, Syracuse U. Her research interests include theories of justice, representation and democracy in post-national context, political economy and theories of integration, the European Union and the politics of Europeanization, human rights, and international law. Currently she is working on a project with Sheri P. Rosenberg at the Program in Holocaust and Human Rights Studies, Benjamin N. Cardozo School of Law, that reassesses the concept of genocide by combining international law, human rights, and political spheres of inquiry. Dr. Silina co-authored a study called *Genocide by Attrition*. She also chairs the IFP summer program in Hong Kong.

**Antina von Schnitzler:** Antina von Schnitzler is an assistant professor in the International Affairs program. She completed her PhD in Anthropology at Columbia U. in 2010. Before joining The New School, she was a visiting assistant professor in Anthropology at Reed College. Her research and teaching has focused on citizenship and political subjectivities, cities and urban infrastructures, liberalism and neoliberalism, colonialism and postcoloniality, and South Africa. She has conducted research on the corporatization of water provision in Johannesburg focusing in particular on a controversial water infrastructure project in Soweto. She is currently working on a book manuscript on citizenship, protest, and neoliberal reforms in post-apartheid South Africa. In fall 2010 she taught the class "African Cities."

## PART-TIME FACULTY

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**Iilir Agalliu:** Iilir Agalliu holds an MD and a ScD degree in Epidemiology from the U. of Massachusetts. He is currently an assistant professor in the Department of Epidemiology and Population Health at Albert Einstein College of Medicine in the Bronx. His current research interests are focused in etiologic studies of multi-factorial complex diseases such as prostate cancer, with the goal to advance the knowledge about genetic and environmental risk factors of this disease and develop prevention strategies that may reduce its public health burden. He also leads discussions of case-studies for the Principles of Preventive Medicine course.

**Bertha Amisi:** Bertha K. Amisi is a PhD candidate in the Department of Political Science, Maxwell School of Citizenship, Syracuse U. Her areas of concentration are Comparative Politics (State-Society Relations) and International Relations. Her research interests span the domains of political conflict, peaceful resolution of conflict, globalization and state-society relations in Africa. Her dissertation aims to develop a political understanding of civic group participation in official negotiations to end civil war in Africa. Prior to undertaking graduate work Bertha was Programme Advisor at the Nairobi Peace Initiative-Africa, a pan-African peace resource organization. She has also worked with the Africa regional office of the UK charity, ActionAid, where she provided policy and programme support to seven Country Programmes in conflict and disaster prone situations in the western, eastern, and southern Africa Sub-regions. She has a MA in International Peace Studies, U. of Notre Dame, Indiana.

**Louis Bickford:** Louis Bickford is a political scientist. Dr. Bickford (PhD, McGill University) is also the Director of the Policymakers and Civil Society unit at the [International Center for Transitional Justice](#), where he has worked since its founding in 2001. He also manages the Memorials, Monuments, and Museums program.

**Sheila Dauer:** Founder and former director of Amnesty International USA's Women's Human Rights Program during the program's existence from October 1997 to end December, 2008. Dauer was on the staff of AIUSA from 1979 to 2008. Since 1988, as a charter member of an AIUSA Taskforce on Women's Human Rights, she worked with both AI international and US staff, board, and volunteer leaders to develop AI's policy, action, and publications on women's human rights. In 1991, she prepared AI's first international report on women's human rights, *Women in the Front Line*. As Acting National Campaign Director in 1995, she directed AIUSA's campaigns on Nigeria, Indonesia, and China, and on women's human rights concurrent with the UN 4<sup>th</sup> World Conference on Women. From 2002 on, she served as Theme Advisor to AIUSA's Stop Violence Against Women Campaign (2004-2008), developing strategies

and actions on multiple countries and issues around violence against women. Dr. Dauer, who holds a PhD in Anthropology from the University of Pennsylvania, carried out fieldwork for two years in Tanzania and received two research fellowships, one from the National Institute of Mental Health and a Ford Foundation Fellowship on Women's Studies. She is an emeritus member of the American Anthropological Association's Committee for Human Rights and is currently organizing a Task Group on gender for the Committee.

**Anna DiLellio:** Anna DiLellio (PhD, Sociology, Columbia U.) teaches in the International Affairs program. She is also a consultant and advisor to the Prime Minister of Kosovo working on Capacity Building Facility of the UNDP Fund and the Kosovo Foundation for Open Society.

**Stacey Flanagan:** Stacey Flanagan is the Deputy Director of Public Health Programs at Medical & Health Research Association of NYC, Inc. (MHRA). As part of her position, Stacey works to strengthen the internal capacity of the organization's Women, Infants, and Children supplemental food program (WIC), WIC Vendor Management Agency, and the Sudden and Unexpected Infant Death Counseling and Education Center of NYC. Stacey's formidable anti-hunger experience came through her role as Senior Manager of a program of Share Our Strength that provides long-term solutions to fight hunger and poverty through nutrition education. There, she developed and implemented a franchise-style direct service program in 16 states, working in cooperation with Executive Directors to provide protocol, licensing and contract agreements. In addition, Stacey led the development of a retrospective evaluation model to accurately track behavioral change in low incomes families participating in the program. She is a PhD candidate at Milano at The New School for General Studies.

**Goncalo Fonseca:** Goncalo Fonseca is a doctoral candidate in Economics at The New School for Social Research and an economic historian.

**Max Fraad-Wolff:** Max Fraad-Wolff is a doctoral candidate in Economics at UMass Amherst. He is an economist and a freelance researcher, strategist, and writer in the areas of international finance and macroeconomics. His work regularly appears in the *Asia Times*, the *Prudent Bear* and many other international outlets. His research interests include international financial risks and opportunities.

**Barry Herman:** Barry Herman (PhD, U. of Michigan) is Visiting Senior Fellow in International Affairs at The New School. He is also a member of the Board of Directors of Global Integrity, a research NGO based in Washington that works with independent scholars and investigative reporters on assessing laws, institutions, and practices to improve governance and limit corruption in developed and developing countries. In addition, he is Co-

Chair of the Task Force on Debt Restructuring and Sovereign Bankruptcy at the Initiative for Policy Dialogue at Columbia U. He completed almost 30 years in the United Nations Secretariat in 2005, the last two years of which were as Senior Advisor in the Financing for Development Office in the Department of Economic and Social Affairs (DESA).

**Michaela Hertkorn:** Michaela Hertkorn graduated with a MA in Political Science from the U. of Heidelberg and holds a PhD in Political Science from the Institute for International Relations and Regional Studies of Free U. Berlin. In 1999, Michaela was a pre-doctoral fellow at the German American Center for Visiting Scholars, then based at the German Historic Institute in Washington, DC. Other research affiliations have included the Center for German and European Studies of Georgetown U. from 1999 to 2001, a post-doctoral fellowship with the American Institute for Contemporary German Studies of Johns Hopkins U. in 2000–2001, and the Center for European Studies at NYU from 2001 to 2003. In addition to teaching in GPIA, Dr. Hertkorn is an adjunct professor at the Liberal Studies Program of NYU's School of Arts and Sciences.

**Michael Keating:** Michael Keating is the Associate Director of the Center for Democracy and Development at UMass, Boston. He is an experienced development consultant with a specialization in West Africa who has worked on projects for the U.S. State Department, USAID, the World Bank, MNCs, private foundations, and international NGOs. He is also a former Partner with the Boston Consulting Group, a leading management consultancy. Michael Keating has a BA in Philosophy from Fordham U. and pursued graduate studies in Comparative Area studies at the University of Washington where he also studied oriental languages. He has completed certificate programs on Corporate Finance topics at the Harvard Business School and the Amsterdam Institute of Finance.

**David Lamoureux:** David Lamoureux is a Doctoral Candidate in Economics at The New School for Social Research. He received his BS in Agricultural Economics from the U. of Vermont. His research interests include alternatives to neoclassical economics as the dominant paradigm and the historical foundations of contemporary economic thought.

**Peter Lucas:** Peter Lucas (PhD, NYU) has taught at Columbia U., NYU, and The New School. His research and teaching focuses on international studies in human rights, human rights and photography, human rights and media, the poetics of witnessing, peace education, human rights education, and documentary practice. His current projects include a study of seven photojournalists for the Rio-based web portal, "Viva Favela." His book, *Viva Favela: Photojournalism, Visual Inclusion, and Human Rights in Brazil* is forthcoming.

**Scott B. Martin:** Scott B. Martin holds a PhD in Political Science from Columbia U. (2001), where he also served for two years as Assistant Director of the Institute of Latin American Studies, and taught for several years in the International Affairs, Human Rights, and Political Science programs. In addition to numerous articles, he co-edited and contributed to *The New Politics of Inequality in Latin America* (Oxford, 1997), *Competividade e Desenvolvimento: Atores e Instituições Locais* (São Paulo, SENAC, 2001), and *Business and Industry* (Marshall Cavendish, 2003). He regularly consults on international development, labor, and business issues for organizations such as the Economist Intelligence Unit, the Initiative for Policy Dialogue, and Congressional Quarterly. Martin teaches in the International Affairs program. He has also been a Lecturer of Political Science and Latin American Studies at Princeton U. and a full-time Visiting Lecturer at Yale U. and Sarah Lawrence College.

**Erin McCandless:** Erin McCandless (PhD, American U.) is a specialist in peacebuilding and development with over 15 years experience working in areas of integrated program design and management, policy development and advising, research, writing and publishing, teaching and training. Over nine years experience in conflict and post-conflict recovery contexts globally, with in-depth experience in Africa. Areas of specialization include: peacebuilding and development-related strategic frameworks, conflict sensitivity, inter-agency and UN Mission coordination, civil-society-government and donor relations, governance related capacity-building, addressing post-conflict war economy challenges, poverty reduction strategy processes, evaluation methods – in particular peace, conflict impact assessment related.

**Steven Miller:** Steven Miller has worked for the International Labor Office for 25 years, specializing in job creation from a variety of perspectives: as project manager for a Special Public Works Program in Burkina Faso, as responsible for research, training, and evaluation of ILO's global Employment-Intensive Investment Program, and for program development and technical advisory missions to primarily developing countries. In 1998 he coordinated employment related outcomes for the UN General Assembly's five-year review of the World Summit for Social Development. From 2000 to 2005, Steve Miller was the Secretary of the UN Secretary-General's Youth Employment Network (YEN), a partnership of the World Bank, the International Labor Office and the United Nations, launched in the framework of the United Nations Millennium Summit. He has undertaken ILO support missions in over 40 countries and published in a number of areas of employment policy, including urban employment, informal economy and remuneration policies. Since leaving the ILO in 2008, Steve Miller teaches at The New School on urban employment, works as an independent consultant, and supports the Economists for Full Employment Network as

a founding member. Mr. Miller holds a master's degree (Political Science and Economics) from Boston U.

**Alberto Minujin:** Alberto Minujin is an instructor at the Graduate Program in International Affairs, with a special focus on topics related to social policy and children's rights. He is a mathematician with postgraduate studies in Applied Statistics and Demography. He serves as the director of [equityforchildren.org](http://equityforchildren.org) (a New School website) and of the International Summer Field Program in Buenos Aires, Argentina; he is also an active member of the Latin American Observatory. Since 2003, Minujin has coordinated several international conferences co-sponsored by GPIA and UNICEF. Until October 2005, he was Senior Program Officer, Policy Analysis at the Global Policy Section in the Division of Policy and Planning of UNICEF Head Quarters (New York), working on social policy, policies for child poverty reduction and equity, budget analysis, and human rights issues. Since 2006, he has provided consulting services to UNICEF Iran, Tanzania, Egypt, Ecuador, Mexico, Argentina, and New York and to the Government of Provincia de Buenos Aires, Argentina.

**Tom O'Donnell:** O'Donnell's present work examines the political economy of a globalized energy sector, especially of petroleum, as a basis for understanding both U.S. geo-strategy and the trajectories of major oil-producing states. His research and teaching have focused on the Middle East and North African states and Latin America. Dr. O'Donnell was a 2008 U.S. Fulbright Scholar to Venezuela, and in 2009 he continued his affiliation with the Centro de Estudios del Desarrollo at the Universidad Central de Venezuela in Caracas, studying the political economy of oil in the internal and external policies of the Bolivarian state. Dr. O'Donnell was also Visiting Fellow at the Department of Economics at The New School for Social Research in 2008-09. O'Donnell holds a PhD in Physics from the U. of Michigan.

**Nerina Penzhorn:** Nerina Penzhorn (BA, U. of Cape Town) is a filmmaker and video producer with dual US/South African citizenship. Her short documentary film *Saint Jude* premiered at Slamdance 2009. She has produced segments for Current TV and the public television series *In the Life* and is in post-production on a feature-length documentary entitled *iKhaya Means Home*. Penzhorn was previously part of the team at the award-winning weekly PBS series *Bill Moyers Journal* until Moyers' retirement.

**Angelica Ponguta:** Dr. Ponguta obtained her PhD in Molecular Pathology and Laboratory Medicine at UNC-Chapel Hill. Her dissertation research addressed cellular mechanisms of recurrent cancer and candidate pathways involved in the evasion of anti-hormone therapy. After completing her training in biological research, she obtained a master's degree in Public Health (with a concentration in Health Policy) at Yale U. and is currently

a fellow at Yale's Edward Zigler Center in Child Development and Social Policy. Her current work involves the analysis of early childhood development policies and services in middle and low income countries. She is also the Project Manager of a large Ancillary cohort study at the Hispanic Community Health Study/Study of Latinos (SOL) in the Bronx. SOL is a multi-center epidemiologic study in Hispanic/Latino populations to determine the role of acculturation in the prevalence and development of disease, and to identify risk factors playing a protective or harmful role in Hispanics/Latinos.

**Michael Renner:** Michael Renner is a Senior Researcher at the Worldwatch Institute, headquartered in Washington, DC. His work has focused on linkages among environment, resources, and conflict; post-disaster peacemaking; and employment and environment. Prior to joining Worldwatch in 1987, Michael was a Corliss Lamont Fellow in Economic Conversion at Columbia U. and a research associate at the World Policy Institute in New York City. Born and raised in Germany, Michael received a master's degree in international relations at the University of Amsterdam, the Netherlands.

**Maxine Weisgrau:** Maxine Weisgrau received her PhD in anthropology from Columbia U. in 1993. She has conducted fieldwork research in Rajasthan, India since the late 1980s, studying nongovernmental organizations and rural development programs in villages in and around the Udaipur District. Her teaching areas focus on gender, development, and political participation. She is the co-author and editor of *Raj Rhapsodies: Tourism, Heritage and the Seduction of History* (Ashgate 2007), the first interdisciplinary analysis of historic and contemporary impacts of tourism in Rajasthan. She is the author of *Interpreting Development: Local Histories, Local Strategies* (University Press of America 1997), an ethnography of rural development in Rajasthan. She is the co-editor of *Beyond the Boundaries of Belief: Readings in the Anthropology of Religion* (Westview 1999) and is also the co-author of the 9th edition of *The Tapestry of Culture: An Introduction to Cultural Anthropology* (2009 Altamira Press). Professor Weisgrau teaches both graduate and undergraduate courses at Barnard, Columbia, NYU, and The New School focusing on gender, development, reproduction, tourism, and cultural anthropology.

**Richard Wolff:** Richard D. Wolff is Professor Emeritus of Economics at the U. of Massachusetts, Amherst and The New School. He has a PhD in Economics from Yale U. as well as an MA from Stanford U. Wolff has taught economics at Yale U. and CUNY as well as at the U. of Massachusetts. He has also been a visiting professor at the U. of Paris I (Sorbonne). He has authored or co-authored 10 books and over 50 scholarly articles and 75 popular articles. His recent work has concentrated on analyzing the causes and alternative solutions to the current global economic crisis.

**Adriana Young:** Adriana Young believes that cities are better places when more people participate in designing them. As a researcher, teacher, and artist, she creates educational platforms and interventions for the public to unpack and participate in the planning, design, and programming of their neighborhoods. She has worked with urban designers and architects in Barcelona, Mumbai, and New York. In 1999, she co-founded English for Action, a nonprofit organization teaching English in the context of civic rights and community leadership for Latino immigrant families in Providence, Rhode Island. In addition to working as the Research Director for CAPITAL B, she is an adjunct professor at Parsons The New School for Design, a freelance grant writer, and an avid Parkour practitioner. Her personal research explores the conflation of democracy with shopping, and the emerging real estate speculation for shopping malls and luxury lifestyle complexes in Iraq. She holds an MA in International Affairs from The New School.

## ACADEMICS

The International Affairs program offers two degrees:

### **Master of Arts in International Affairs (MAIA)**

The 42-credit MA degree is for recent college graduates and career changers—persons who have not previously established international careers.

### **Master of Science in International Affairs (MSIA)**

The 30-credit MS degree is for students with at least five years of post-university professional experience in international affairs or a related field.

Both programs of study combine a set of core courses with a wide range of electives and opportunities for hands-on experience. Students may pursue the MA or MS degree on a full- or part-time basis, and courses are offered days and evenings.

Graduates of the program will be in a position to begin or advance careers in public service, non-governmental organizations, academe, media, and the private sector. The goal of the program is to produce well-trained, public-spirited citizens who are proficient in their specialties and knowledgeable about crucial issues that will confront the evolving global society.

The New School believes that practitioners of international affairs require four skills to work effectively in this rapidly changing arena:

- 1) **Global Context Analysis:** Ability to locate world, national, and local forces affecting specific problems. This requires political, economic, and sociocultural understanding within a historical framework and knowledge of regional and local specificities.
- 2) **Comparative Development Assessment:** Ability to assess national and local problems in light of the comparative experience of socioeconomic development, including why some societies and countries have managed to reduce poverty and inequality while others have not. This includes an understanding of development policies, programs, and projects in their geographical and cultural environments, taking into account sectors such as infrastructure, urban development, education, and environmental management.
- 3) **Institutional Evaluation:** Ability to evaluate particular institutions—how they work or don't work and how they might be strengthened.
- 4) **Understanding Media:** Appreciation of the role and processes of information technology and media discourses and representations as an integral part of the international affairs context.

All courses offered by the International Affairs program carry three graduate credits. Credits for field experience, independent study, and approved courses offered by other programs may vary.

## **CONCENTRATIONS**

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All students in the graduate International Affairs program concentrate in one of five defined areas of study. The concentration is realized by taking the concentration Foundation course and at least three electives approved for the concentration. An updated list of approved courses is issued each semester by the International Affairs office.

### **Cities and Urbanization (CU)**

Cities and Urbanization focuses on the new spatial forms of economy, culture, and community, cities as sites of transformation and incubators for new forms of social life in the Urban Century. The urbanization process in developing countries is studied in the context of new challenges for the built environment, economic management, environmental sustainability, and the reduction of poverty and inequality. Students learn about the different disciplines and languages involved in urban analysis, as well as the different approaches to understanding contexts and institutional frameworks of policy and projects. Many students in this concentration do urban International Field Programs and also work on research on urban assistance for organizations such as the ILO, Cities Alliance, UN Habitat, and the development banks.

### **Conflict and Security (CS)**

Conflict and Security is designed for students who wish to develop a professional or academic interest in the areas of conflict, conflict prevention, and security. The course offerings, the selection of speakers, the research of associated faculty, and the practical work by students conducted in the concentration reflect a number of core beliefs. We share a sense that the fields of conflict and security are changing quickly; that it is crucial to explore the relationship of conflict and security to other areas such as socioeconomic development, social welfare, and humanitarianism; and that emerging professionals in this area must combine both conceptual understanding and practical tools.

### **Development (DEV)**

Development is designed for students who wish to develop a professional or academic interest in the global challenges of development, inequality, and poverty. The concentration focuses on concepts, measurement tools, and policy alternatives. The course offerings, the research of associated faculty, and the work of students reflect a number of core motivations. We share a commitment to development a process that is fundamentally about improving human well being, and securing greater social justice. We believe that the challenges of economic growth, social development, political freedoms, cultural diversity, and security are interrelated and that the analysis of development requires an interdisciplinary

approach. Courses offered address issues such as economic globalization, human rights and development ethics, gender, sustainability, human security, and social policy.

### **Governance and Rights (GR)**

Governance and Rights focuses on the relationship between order, freedom, and responsibility in the global, political, and legal context. Governance is the ensemble of practices and institutions concerned with the formal ordering of society. This includes local and national government, international organizations, and civil society. Rights are claims by individuals and groups for specific entitlements that invoke obligations. The concentration explores how governance structures secure, maintain, or constrain rights, and how rights claims serve to construct, create, and challenge practices of government. Within the concentration there is currently a special emphasis on human rights, international law and refugee issues, and migration.

### **Media and Culture (MC)**

Media and Culture examines the complex relationship between media and democracy around the world. It explores theory and practice in the intersection of politics, economics, media and entertainment, public and state policy, and international and domestic cultural conditions. Courses are offered on documentary filmmaking, political discourse, propaganda, and the global reach and impacts of U.S. media.

## **ACADEMIC PLANNING AND ADVISING**

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First-semester students are advised online and in group advisement sessions prior to the start of the semester. They also meet with advisors when they arrive on campus, and all faculty members are available for consultations. During the first semester, students attend group advising sessions to prepare for registration in semester two. They are also able to schedule individual appointments with advisors. Detailed advising and registration information and a detailed curriculum overview are available on [www.gpia.info](http://www.gpia.info). During their second semester, students choose an advisor based on areas of interest and on their plans for a final project—either Thesis or Practicum.

## DEGREE REQUIREMENTS

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The curriculum is designed to channel a critical and problem-solving analysis of the processes and practices of international affairs. A schedule of courses with course descriptions is posted on the Web at [GPIA.info](http://GPIA.info).

### Master of Arts

For the 42 credit Masters of Arts there are 4 to 6 required courses depending on a student's prior academic experience. Including the concentration, MA students take up to 10 elective courses.

Required Courses:

- Global Flows
- Comparative Development
- Methods Course
- Thesis Workshop or Practicum
- Economics in International Affairs I
- Project Design & Program Management

### Master of Science

For the 30 credit Masters of Science there are a minimum of two required courses (6 credits) and a maximum of four courses (12 credits), if Economics in International Affairs is required. Including the concentration, MS students take up to 6 elective courses (18 credits).

Required Courses:

- Global Flows
- Comparative Development
- Methods Course
- Economics in International Affairs I

### Core Courses:

There are two core courses that all students must complete: *Global Flows* and *Comparative Development Experience*. *Global Flows* is a critical introduction to globalization, tracing the emergence of logics of encounter and international interaction from the colonial era through the present. *Comparative Development* examines the core concepts of development and introduces students to the comparative framework of analysis. Proficiency in economics is a requirement of the program and a pre-requisite for *Comparative Development*. Students with a background in economics who pass a proficiency exam may waive the *Economics in International Affairs* course requirement.

## Methods Courses

All students are required to complete a minimum of one course in research methods. The program offers a basic engagement with quantitative and qualitative social science methodology in our Research Methods class, but students may also fulfill the requirement by taking an approved statistics or qualitative methods courses through other New School graduate programs.

## Choosing a Concentration

All students choose a concentration in one of five approved areas: Development, Governance and Rights, Conflict and Security, Cities and Urbanization, or Media and Culture. After completing 18 credits, a student works with an advisor to complete the Declaration of Concentration form for the registrar. Students usually declare a concentration at the end of their second semester. To complete a concentration, students take the "foundation course" followed by three electives approved for the concentration. The foundation courses are:

Concentration	Foundation Course
Development	Development Economics
Governance and Rights	Global Governance
Conflict and Security	Critical Security Studies
Cities and Urbanization	Urban Century
Media and Culture	News Media and Culture

## Electives

Electives are courses offered by the International Affairs or other New School graduate programs that focus on specific areas of academic and professional interest. They may be taken to fulfill a concentration requirement, a specific skill need, or simply to fulfill intellectual curiosity. The exact number of electives a student may take depends on the particular program of study. We offer a range of courses from surveys to advanced research seminars.

## Foreign Language Study

International Affairs students are eligible to audit one foreign language course per semester, provided they are actively earning credit toward the MA degree. Contact the GPIA office to obtain a PDF catalog of the upcoming semester's foreign language course offerings. Having chosen a course, contact the assistant director of academic student services to schedule a registration appointment.

## International field program

The International Field Program gives students hands-on field experience, providing a critical context for global issues and basic tools to conduct research, analyze policies, and manage projects. Starting in the summer of 2002 with 19 students, it has sent 500 students abroad through 2010, including several dozen students from graduate programs of Milano the New School for Management and Urban Policy and Parsons The New School for Design. The 2011 International Field Program offers seven summer programs ranging from rural community development fieldwork to internships with international organizations.

### Destinations and Organizations

Past and current IFP locations include: Argentina, Brazil, Cameroon, Colombia, Dominican Republic, Ethiopia, Geneva, Ghana, Guatemala, Hong Kong, India, Indonesia, Jordan, Kenya, Kosovo, Kunming (China), Liberia, Nepal, Northern Caucasus, Senegal, Sierra Leone, South Africa, Spain, and Uganda. Students have worked across the globe for a range of UN agencies, NGOs and other organizations, including: UNICEF, UNFPA, UNDP, World Bank, International Rescue Committee, CARE International, Nepal Institute for Development Studies, East African Center, Huairou Commission, Program for the Acceleration of Growth in Brazil, Amnesty International, Christian Action, Helpers for Domestic Helpers, Asian Human Rights Commission, Save the Children USA, Oxfam USA, Action Aid USA, Clinton Foundation HIV/AIDS Initiative, City University of Hong Kong, and various government ministries.

### IFP Academics

Students earn a total of nine credits for IFP participation: three credits in a spring preparation course and six credits for eight to ten weeks fieldwork and a formal presentation of their research at the annual IFP Conference. The spring preparation course is an elective specific to each IFP country program. A noncredit preparatory workshop is required as well, and, if necessary, a noncredit language course. In the summer, the students complete the full-time, six-credit, supervised internship/field project, attend and participate in weekly academic seminars, and produce a research paper. They participate in follow-up activities such as colloquia and group presentations after returning to New York. In addition to their tuition, students are responsible for their own travel costs. Scholarships are available to cover a portion of tuition, and the IFP Program provides in-country housing.

## Internships and Independent Study

The International Affairs program greatly encourages all students to do an internship in New York City or, if possible, abroad. The program will award three credits for completion of an approved ad hoc internship (in addition to the six credits for the summer International Field Programs)

Also, after one semester, any student in good academic standing may register for one independent study project. A student identifies a specific problem or area of interest to investigate in detail and designs a research project with the approval of an interested faculty member who serves as the course advisor.

### Final Project

In addition to the coursework outlined above, master of arts (MA) students must complete a final project consisting either of an independent research project (thesis option) or a team-based project (practicum option). After completing 18 credits, a student chooses one option in consultation with an advisor. Master of science (MS) students do not have a Final Project requirement.

### Thesis Option

The thesis is an independent project based on field work, institutional research, and/or theoretical research involving primary and secondary sources. Media-based theses are possible, as are custom-designed projects that meet Program approval. Theses must conform to academic standards.

In the semester before writing a thesis, a student registers for the Thesis Workshop, which focuses on designing the research project and writing a proposal. At the same time, the student organizes a thesis committee consisting of a primary and secondary reader and submits the Thesis Registration Form to the International Affairs secretary. The deadline is December 1 for students writing a thesis during the following spring semester and May 1 for students writing a thesis the following Fall semester. The primary reader is the student's thesis supervisor (not necessarily the same person as the academic advisor) and must be a member of International Affairs core faculty. The secondary reader may be an academic, researcher, or other professional in a field related to the student's work and may be external to GPIA (external readers must be approved by the thesis supervisor).

In the semester following the Thesis Workshop, the student registers for Thesis Supervision under the name of the thesis supervisor. Thesis Supervision counts as a course and carries three credits. At the beginning of Thesis Supervision, the student submits the finished proposal to their thesis committee and proceeds to conduct the agreed-upon research independently and write the thesis with the advice and guidance of the supervisor.

Upon completion of the manuscript the student provides copies of the draft thesis to the supervisor and the second reader. Readers must have at least two weeks to consider the work. Either reader may ask the student to revise and resubmit part or all of the work. In order to graduate, a clean final copy of the thesis bearing the signatures of the committee members on the cover page must be deposited with the assistant director of International Affairs. Then, the supervisor will submit a passing grade (P) for Thesis Supervision (not a letter grade). Finished, signed, and approved manuscripts on acid-free paper, conforming to all of the usual expectations of library-deposited thesis documents, are due in the assistant director's office by December 15 for January degree conferral and May 7 for May degree conferral (or the Monday following these dates when they fall on a weekend). Depositing the thesis after the deadline will delay the student's graduation by one semester. Thesis guidelines can be downloaded from [www.newschool.edu/internationalaffairs/curriculum](http://www.newschool.edu/internationalaffairs/curriculum).

### **Practice Option**

GPIA Practice-Based Learning combines skills courses, workshops, and on-the-ground experience to provide students knowledge, training, and confidence. The Practice Option is a two-course sequence: Program Development and Project Management (PDPM) and the Practicum in International Affairs (PIA).

### **Program Development and Project Management (PDPM)**

This is the prerequisite course for the Practicum in International Affairs. It provides key concepts and skills essential to effective program development and project management. By examining the project cycle through a potential future Practicum project, students learn techniques and tools—needs assessment, logical framework, strategic design, implementation, proposal and report writing, budgeting, monitoring and evaluation, advocacy—used in a range of professional contexts.

### **Practicum in International Affairs**

Taken in the final semester, the Practicum is a semester-long project (often carried over from PDPM) assigned by an international organization client from the not-for-profit, public, or private sector or a multilateral agency. In conjunction with the client, a team of four to six students clarifies Terms of Reference, designs a project strategy, conducts data collection and analysis, and writes a report or produces some other product, such as a brochure, manual, or film.

Students registered in PIA meet in weekly project management meetings where a faculty supervisor acts as a project manager—reviewing work, offering technical guidance as needed, and ensuring weekly progress toward the final product. Toward the end of the semester, each team develops and rehearses a formal presentation and presents their work and results to the GPIA community.

This final presentation is an integral element of the Practicum, as public speaking and making presentations are not only useful skills but are actual parts of many people's jobs.

A major objective of the Practicum is to serve as transition from academia to professional life for students in their final semester who are about to join the work world. The Practicum is treated as a “consultancy” rather than an internship, emphasizing deadlines and professional standards for work products. Projects are substantial, rigorous, and challenging. The course is not run nor projects completed as an academic exercise; the project work and final product is meant to be used by the client organization.

## ADMISSION

The graduate program in International Affairs welcomes applicants from all walks of life who are eager to gain theoretical and practical tools that will help them affect meaningful change in the world. All applicants must have a baccalaureate degree from a regionally accredited college or university. Applicants for the Master of Science degree must additionally have a minimum of five years of relevant post-university professional experience.

The Office of Admission can assist prospective students in their search for an appropriate graduate program. To arrange to visit a class in session, attend a group information session, meet individually with an admission counselor, join the International Affairs mailing list, or apply to the program, visit [www.newschool.edu/internationalaffairs/admission](http://www.newschool.edu/internationalaffairs/admission).

### Priority application deadlines:

Fall Admission: January 15  
Spring Admission: October 15

### Program Liaison

Anita M. Christian, Associate Director of Admission  
[ChristiA@newschool.edu](mailto:ChristiA@newschool.edu)

### Office of Admission

Merida Escandon, Director  
Robert MacDonald, Director  
Cory J. Meyers, Associate Director  
Henry Watkin, Associate Director  
Anita M. Christian, Assistant Director  
Coralee M. Dixon, Assistant Director  
Sharon Greenidge, Assistant Director  
Sarah L. Burtch, Admission Counselor  
Matt Morgan, Admission Counselor  
Naomi Spencer, Office Manager

### Contact Information

For more information about applying to the graduate program in International Affairs, to request an admission packet, or to add your name to the International Affairs program mailing list, contact:

72 Fifth Avenue, 3rd Floor  
New York, NY 10011  
phone: 212.229.5630 or 800.862.5039  
fax: 212.627.2695  
email: [nsadmissions@newschool.edu](mailto:nsadmissions@newschool.edu)

### TRANSFERRING CREDITS

Graduate students complete a Transfer of Credit Petition available at the registrar's office. The New School does not

transfer grades or grade points from other schools. Credits only are transferred.

## APPLICANTS WITH FOREIGN CREDENTIALS

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All applicants with international transcripts are required to submit an original transcript from each institution attended outside the United States, along with a certified English language translation. Applicants who wish to transfer academic credits earned at non-U.S. institutions must also have their transcript(s) evaluated by [World Education Services](#) (WES, our preferred provider) or by another member of the National Association of Credit Evaluation Services (NACES). A course-by-course evaluation report must be prepared for each transcript. Please start the evaluation process as early as possible, including the submission of all required documents to WES (or other provider) in order to ensure the timely completion of the evaluation report. Instruct the evaluation service provider to send the report to

The New School Office of Admission  
Graduate Programs  
72 Fifth Avenue  
New York, NY 10011

The Test of English as a Foreign Language (TOEFL) score report administered by the Educational Testing Service (ETS) is required of all applicants who are not U.S. Citizens or Permanent Residents with the exception of citizens of the United Kingdom, Ireland, Australia, New Zealand, Canada, or South Africa whose native language is English. The TOEFL score report must be submitted directly to The New School by ETS. The institution code for The New School is 2521; the department code is 83. A minimum score of 100 on the iBT, 250 on the computer-based exam, or 600 on the paper-based exam is required for admission to graduate study.

Acceptable alternatives to the TOEFL are the Cambridge Advanced Certificate of Proficiency in English (minimum score of C or better) or the Cambridge International English Language Testing System, IELTS (minimum score of 7.0 or better).

## INFORMATION FOR INTERNATIONAL STUDENTS

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This school is authorized under federal law to enroll non-immigrant alien students. International students who come to New York to study on campus must have a proper visa before they will be permitted to register. Consult with an admission counselor.

## FINANCIAL INFORMATION

### TUITION AND FEES FOR THE INTERNATIONAL AFFAIRS PROGRAM

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Tuition is charged on a per-credit basis. The 2010–2011 rate for the graduate program in International Affairs is \$1,230 per credit.

The University Services Fee is \$100 per academic term. This fee covers registration services, ID, access to libraries and university computer centers, and transcripts of record, among other services.

A fee of \$15 per academic term supports student activities in the graduate creative writing program.

A fee of \$5 per semester supports the university's Student Senate.

In fall and spring terms, students are charged a Health Insurance fee (\$733 for fall 2010; \$1084 for spring 2011) and a Health Services fee (\$260 per semester in 2010–2011). Graduate students may waive these fees by completing the Online Waiver form by the waiver deadline.

### SCHOLARSHIPS AND AWARDS

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Every applicant (including international applicants) to a graduate program is considered for a merit scholarship as part of the admission process. Awards are based on a review of the complete application. If a scholarship is awarded, the amount will be indicated in the official letter of acceptance to the program.

#### New School Scholarships and Awards

All graduate students are eligible for various university scholarships, fellowships, and awards. Admitted students who file a financial aid application are considered for all applicable scholarships. For more information, see [Financing Your Education](#) on the International Affairs website.

#### Fulbright Program

Fulbright grants are made to U.S. citizens and nationals of other countries for a variety of educational activities, primarily university lecturing, advanced research, graduate study, and teaching in elementary and secondary schools. Since the program's inception, more than 250,000 participants, chosen for their leadership potential, have been able to study or teach in another country thanks to the program.

The program is sponsored by the U.S. Department of State and administered by the Institute of International

Education (IIE). IIE conducts a series of guidance sessions to answer questions about the Fulbright Program. Fulbright Program advisors as well as applicants are welcome to attend the guidance sessions.

At The New School, International Student Services supports the Fulbright Program by acting as liaison between the academic divisions and IIE, ordering and posting publicity, application materials, and supplementary information from IIE, organizing an annual meeting with the IIE representative for Fulbright U.S. Student Programs to discuss opportunities for New School students, collecting basic information about potential applicants and transmitting it to the divisions, acting as receiving agent for applications and other forms, and providing logistical support. For more information, contact International Student Services at 212.984.5327 or [ISS@newschool.edu](mailto:ISS@newschool.edu).

### STUDENT FINANCIAL SERVICES

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The New School provides a comprehensive program of financial services for degree-seeking students, including significant institutional scholarship support to eligible students on the basis of merit and need.

There is also a monthly payment plan so that students can pay their fees in installments over the academic year (see Billing and Payment for more information).

Student Financial Services works with students and families of all income levels to explore financing options. Eligible students may apply for assistance under the following federal, state, and institutional aid programs.

#### Need-Based Scholarships and Grants

Federal Pell Grant  
Federal Supplemental Educational Opportunity Grant (FSEOG)  
Academic Competitiveness Grant  
New York State Tuition Assistance Program (TAP)  
New York State Aid for Part-Time Study (APTS)  
New York State Regents Opportunity Scholarship Program  
New School Scholarships

#### Loans

William D. Ford Direct Student Loans  
William D. Ford Direct Parent Loans for Undergraduate Students (PLUS)  
William D. Ford Direct Graduate PLUS Loans  
Federal Perkins Loan Program  
Alternative (private) credit-based educational loans

#### Work Programs

Federal Work-Study Program

## Other U.S. Government Programs

### [Veterans Benefits](#)

Federal aid to Native Americans

## Occupational and Vocational Rehabilitation Program

The New School is an eligible institution for the New York State Occupational and Vocational Rehabilitation Program (OVR). Other states have similar programs. Depending on the state, a student may receive half the cost (or more) of yearly expenses. For information and application, contact the New York Department of Vocational Rehabilitation (or other state equivalent) directly. Students approved by for assistance by a state vocational rehabilitation program must also meet all other entry requirements of The New School.

## Grants from Other States

Rhode Island, Vermont, and Washington, D.C., are among jurisdictions offering grants that may be used at New York State institutions, with maximum awards as high as \$2,000. Qualification requirements vary from state to state. In all cases, students must maintain a legal permanent address in their home state (a parent's address is sufficient). For information regarding programs available and their respective requirements, students should contact their home state's department of education.

## HOW TO APPLY FOR FINANCIAL AID

In general, to be eligible for assistance under any of the programs listed above, students must be matriculated in a degree program and be enrolled at least half-time (6 credits per semester). To be eligible for federal assistance, students must not be in default on or owe a refund to any federal aid program. Students interested in applying for need-based assistance programs must complete the Free Application for Federal Student Aid (FAFSA) annually. The New School code is 002780. File this form electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Submitting the FAFSA enables Student Financial Services to receive a need analysis report or Student Aid Report (SAR) electronically.

## Estimated Cost of Attendance and Determining Eligibility

The Student Aid Report (SAR) allows Student Financial Services to determine a student's eligibility for institutional scholarship awards and federal aid programs. The expected student contribution and aid from other sources are subtracted from the student expense budget to determine the individual student's financial need. Thus, a simple expression of the financial aid equation is

represented by the following formulation: Student Expense Budget – Available Resources = Need.

Your student expense budget, also known as your Cost of Attendance (COA), is the foundation on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Academic Competitiveness Grant, William D. Ford Direct Student Loans, Federal Perkins Loans, and Federal Work-Study awards), dictate the expense items that can be included when calculating COA budgets. Allowable expenses for the period of enrollment are tuition and fees, books and supplies, room and board, other personal expenses, transportation costs, and federal loan fees.

## Typical School Year Expenses (based on the 2010–2011 Academic Year)

Full-Time On-Campus Resident

Tuition:	\$ 22,140
Based on 9 credits in fall term and 9 in spring term. (Additional credits are charged at \$1,230/credit.)	
University Services Fee	\$ 200
Divisional Fee	\$ 30
Student Senate Fee	\$ 10
Student Health Insurance	\$ 1,817
Health Services Fee	\$ 520
Room*	\$ 12,260
Board**	\$ 3,000
Personal Expenses**	\$ 1,550
Transportation**	\$ 801
Books and Supplies**	\$ 920
Total	\$43,248

\*Actual-on-campus housing charges will vary from student to student.

\*\*Estimates only; actual expenses will vary.

## STUDENT LIFE

### COMMUNICATION WITH STUDENTS

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MyNewSchool is a customizable Web portal that connects students and employees to the university. Students have access to most services and information through the portal. See more information below under the University Resources and Facilities heading.

The university administration and academic departments routinely communicate with students through New School email. The university provides each student with an email account. Students are required to activate their accounts and check their university email regularly. Official communications are made to the New School email address only. A New School email account can be set up to forward messages to a personal email account, but delivery problems are sometimes encountered with certain providers. For this reason, active use of the New School account for university communications is strongly recommended.

#### Changes of Address or Telephone Number

Students are responsible for keeping their address and phone number current with the university. Students may update their contact information in MyNewSchool (<http://my.newschoold.edu>) as needed. University correspondence is mailed to the address designated as “official” or emailed to the student’s New School (GroupWise) email address.

### STUDENT SENATE

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The University Student Senate (USS) is the official university student government of The New School. Student senators are elected by the matriculated students of each academic division. The number of senators from each division is determined by the enrollment of that division. Elections are held in April for the following school year. The USS represents students’ concerns to administration, plans university-wide events, makes suggestions for improving the university, helps with student orientation, works with the provost and deans on academic planning, represents the students on university-wide committees, and works generally to ensure that the student experience at The New School is positive. The USS meets two or three times a month; the schedule is posted on the [Student Senate website](#). Meetings are open to all, and students are encouraged to bring their concerns or ideas to the attention of the USS.

## STUDENT SERVICES

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Student Services offers workshops, lectures, events, and programs that enrich each student’s academic experience at The New School and reflect the university’s diverse student population. It brings together students from all the university’s divisions to build a community dedicated to the principles of fairness, civility, and diversity. Students are encouraged to become involved in student organizations and other leadership programs. Student Services also offers a recreation program and a health education program. Offices include:

- Student Housing and Residence Life
- Student Health Services
- International Student Services
- Student Disability Services
- Student Rights and Responsibilities
- Career Development
- Intercultural Support
- Student Development
- Recreation and Intramural Sports

To find out more about Student Services, visit [www.newschoold.edu/student-services](http://www.newschoold.edu/student-services).

### Student Housing and Residence Life

Student Housing and Residence Life offers undergraduate and graduate students living and learning spaces with amenities to suit individual needs and budgets. All residences and some apartment facilities are fully furnished and are staffed with professional residence hall directors and student resident advisors. Through the enthusiasm and creativity of resident advisors, students are exposed to diverse educational and social programs at The New School and in New York City. There is 24-hour security coverage, and our residential staff is trained in handling crises and emergencies should the need arise. The Residence Hall Handbook details housing services and residence hall policies that are essential to creating safe, supportive, and respectful communities.

For students who wish to navigate the metro New York real estate market, listings of rental properties, shared apartments, short-term accommodations, and subletting opportunities are available in the Student Housing office. Student Housing provides a compilation of these listings upon request. The Off-Campus Housing Resource Guide also provides information about New York City and its neighborhoods and the ins and outs of the local real estate market. Workshops and one-on-one sessions are also available. For more information about student housing, visit [www.newschoold.edu/student-services](http://www.newschoold.edu/student-services).

## Student Health and Counseling Services

Student Health Services promotes the health and well-being of students by providing counseling and medical services, health education, and the Student Health Insurance Plan. All degree, diploma, visiting, mobility, graduate certificate, and nonmatriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically charged a Health Services Fee at registration.

Student Health and Counseling Services offers medical services to students who are ill or injured or have questions about their health. A staff of physicians, nurse practitioners, physician assistants, nurses, and office assistants is available to serve students' medical needs. The counseling services staff—which includes licensed psychologists, clinical social workers, psychological counselors, and a psychiatrist—provides students with a supportive environment to discuss concerns or problems. Counseling Services works with each student to decide on a plan of treatment that addresses these concerns in a reasonable and helpful manner. The Health Education Program offers health-related workshops and training and outreach programs throughout the university. For more information about Student Health and Counseling Services, visit [www.newschool.edu/student-services/health](http://www.newschool.edu/student-services/health).

### Student Health Insurance

The Student Health Insurance Plan offers affordable medical insurance. All degree, diploma, visiting, mobility, graduate certificate, and nonmatriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically enrolled in the plan unless they waive participation by demonstrating that they already have comparable health insurance. Graduate and undergraduate students who register for fewer than 6 credits may waive participation without demonstrating that they have other insurance. There is a deadline for waiving student health insurance. For complete information about the Student Health Insurance Plan, visit [www.newschool.edu/student-services/health](http://www.newschool.edu/student-services/health).

## International Student Services

This school is authorized under federal law to enroll nonimmigrant alien students.

All international students are required to attend an orientation and check in with International Student Services at the beginning of each academic year. The office checks documents to see that students have been properly admitted into the United States and reviews their rights and responsibilities and government regulations.

The mission of International Student Services is to help international students reach their full potential and have positive experiences at The New School. With other

members of the university community, International Student Services promotes diversity and respect for other cultures at the university along with offering workshops, printed materials, and other advice and support to students from other countries.

Individual advising is available to every international student. For more information, visit [www.newschool.edu/student-services/international](http://www.newschool.edu/student-services/international).

## Student Disability Services

The New School fosters an environment that encourages all students to reach a high level of achievement. Through student services and programs, the school emphasizes the importance of recognizing and embracing individual differences. In keeping with this philosophy, The New School is committed to helping students with disabilities obtain equal access to academic and programmatic services.

Student Disability Services assists students who may need special accommodations, as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973. If you have a temporary or chronic disability of any kind, please submit medical documentation to Student Disability Services at the beginning of the semester. The staff will advise you on policies and procedures and discuss available support and accommodations. For more information, visit [www.newschool.edu/student-services](http://www.newschool.edu/student-services).

## Intercultural Support/HEOP

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build community at The New School. OIS offers individual counseling services and sponsors events and workshops to promote intercultural awareness. The staff works closely with recognized student organizations as well as the University Diversity Committee. The office also administers the Arthur O. Eve Higher Education Opportunity Program and the Student Ombuds Office.

### Diversity Initiative

The University Diversity Committee is being reconstituted as the Diversity and Social Justice Committee. The new name reflects the broadening of the mission beyond encouraging diversity to building structures and promoting interactions that foster socially fair relationships among different groups. The committee is currently drafting a new mission statement, which will be available on the New School website when it has been approved by the administration.

## UNIVERSITY RESOURCES AND FACILITIES

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The New School is located in Manhattan's Greenwich Village, with a few facilities elsewhere in Manhattan. For building hours and a campus map, visit [www.newschool.edu/about](http://www.newschool.edu/about).

### MyNewSchool

MyNewSchool is the university's customizable web portal located at [My.NewsSchool.edu](http://My.NewsSchool.edu). Through a single secure sign-on process, students can access their university email account, view and make changes to their student records, participate in online courses, receive personal and campus announcements, explore library resources, view the financial aid award status, and much more. Most student business is transacted online through My.NewsSchool, including registering for classes, verifying financial aid awards, making payment arrangements, and viewing final grades. New students are notified when their My.NewsSchool account has been established.

### Libraries

New School libraries offer a full array of workshops and lab classes for students and faculty. Individual reference appointments are available upon request from students and faculty. For information about the New School libraries and the Research Library Consortium of South Manhattan, described below, visit [www.library.newschool.edu](http://www.library.newschool.edu).

#### New School Libraries

Fogelman Social Science and Humanities Library  
Gimbel Art and Design Library  
Scherman Music Library  
Kellen Archives  
Visual Resource Center

#### Research Library Consortium Libraries

New York University

- Avery Fisher Center for Music and Media
- Elmer Holmes Bobst Library
- Library of the Courant Institute of Math Sciences

Cardozo Law Library of Yeshiva University  
The Cooper Union Library  
New York Academy of Art  
The New-York Historical Society

## The University Writing Center

The University Writing Center helps students become better expository writers through individual tutoring sessions in every phase of the writing process. Tutors can help students organize an assignment, develop a rough draft, and revise a paper. Rather than providing a quick-fix editing or proofreading service, the center's tutors help students develop versatile, lifelong communication skills that will serve them throughout their careers. In addition to professional writers, the staff includes ESOL specialists and speech coaches. More information is available at [www.newschool.edu/admin/writingcenter](http://www.newschool.edu/admin/writingcenter).

### Computer Facilities

Students have access to the latest technology in the university's computer, print, and A/V equipment centers. For centers and hours, visit [www.newschool.edu/at](http://www.newschool.edu/at) and choose Labs and Services. Features include:

- Mac and Windows open labs
- Computer-equipped presentation classrooms
- Advanced video, audio, Web, print design, 2D and 3D modeling and animation programs; and research, statistics and Microsoft Office software and hardware
- AV recording studio with microphones and lighting gear
- Private editing suites, an equipment center, and a print output center
- Self-help and online reservation for select facilities
- Specialty scanners (oversized, slide, film, and drum)

### Wireless Internet

The New School provides free wireless Internet access throughout the campus. Students should be sure to have the latest anti-virus and anti-spyware software, which is available for free at MyNewSchool.

### University Help Desk

The University Help Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues. Learn more at [www.newschool.edu/at/support/helpdesk](http://www.newschool.edu/at/support/helpdesk).

### Office of Career Development

The Office of Career Development promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. The services provided are designed to assist students as they enter the competitive global arena. The services include individual counseling, special programs and workshops, full- and part-time employment opportunities, career resource information, job search strategies, résumé reviews, mock interviews, and cover-

letter writing. To facilitate the online search, Career Development posts career information arranged by field on its website.

The online database of job opportunities for New School students is hosted through College Central. To access the database, visit [www.collegecentral.com/newschool](http://www.collegecentral.com/newschool). Registration is required. The registration process enables students to upload their résumés and search for positions.

## Other Resources

### Textbooks: Barnes and Noble Booksellers

105 Fifth Avenue at 18th Street  
212.675.5500

[www.barnesandnoble.com/textbooks](http://www.barnesandnoble.com/textbooks)

New and used textbooks for most courses are available for purchase at the 105 Fifth Avenue Barnes and Noble store.

### The Foundation Center

79 Fifth Avenue, 2nd floor  
212.620.4230

[www.fdncenter.org](http://www.fdncenter.org)

Many foundations administer scholarship programs for students, but most funds are granted to colleges and universities, which then distribute awards according to various criteria. A small number of foundations (some 5,000 organizations identified by the Foundation Center) approve grants directly to individuals. These organizations are listed in an online database, and a significant proportion of those grants are for direct scholarships, fellowships, and loans to students. In addition, many foundations will partially or wholly finance graduate student research projects that are relevant to their mission. Students pursuing foundation funding to assist in paying the costs of their education or for their research projects should contact reference librarians at the Foundation Center. To learn more about these special resources for scholarships, visit the [www.fdncenter.org](http://www.fdncenter.org).

## CAMPUS CRIME REPORTING AND STATISTICS

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The Security and Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Anyone wishing to review the university's current crime statistics may access them through the website for the Department of Education: [ope.ed.gov/security](http://ope.ed.gov/security). A copy of the statistics may also be obtained by contacting the director of security for The New School at 212.229.5101.

## UNIVERSITY POLICIES

Please note that certain published policies and procedures may apply only to certain classes of students. Any student unsure about the applicability of a policy or procedure should consult with his or her academic advisor.

## REGISTRATION

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The Office of the Registrar registers students for classes, charges tuition and fees, and processes course changes and withdrawals.

### Registration Procedures

Registration procedures at The New School vary by program. Refer to the Registration Information website ([www.newschool.edu/reginfo](http://www.newschool.edu/reginfo)) for detailed registration instructions specific to each division and other relevant policy information. Students must follow the registration procedures established for their program.

Note the following regarding registration procedures:

- Exact advising and web registration dates are provided by the student's department. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing degree students register in April for the following summer and fall terms, and in November for the following spring term.
- All course registrations must be approved by a departmental advisor before a student registers, and then submitted to the registrar's office through MyNewSchool or in person. Students who register for a course without an advisor's approval will be asked to drop the course, and may be administratively withdrawn from the course.
- Student Financial Services emails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered and will not receive credit for courses not appearing on the schedule. Registration is not complete until payment or payment arrangements have been made.
- Students who do not register or who do not make payments by the stated deadlines (see below) will incur late fees. Deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition, late fees, or for failure to submit vaccination forms).

### Registration Holds

In the event that a student fails to satisfy requirements for documentation or payment, the appropriate university

office will place a hold preventing further registration. Students should check MyNewSchool at least two weeks prior to registration to see if any holds have been placed on their account. MyNewSchool will indicate the type of hold and the appropriate office to contact to resolve the hold. The deadlines for completing registration will not be extended because of delays in clearing holds, and students will be subject to any applicable late fees.

## Full-Time and Half-Time Status

For graduate degree students, full-time status is defined as enrollment in a minimum of 9 credits per semester. Half-time status is defined as enrollment in a minimum of 6 credits per semester.

Students with loans or tuition grants from external sources, including New York State TAP awards, should be advised that such programs may require 9 credits for full-time status. It is the student's responsibility to meet the full-time status requirements as defined by each external source of funds.

## Adding, Dropping, and Withdrawing From Courses

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted to the Office of the Registrar through MyNewSchool or in person. No course change is effective until this step is complete.

There is a financial penalty for dropping classes once the term has begun, but if a student adds equivalent credits on the same day, the penalty is waived. (See the University Refund Schedule for more information.)

Deadlines for adding, dropping, and withdrawing from courses are as follows (see the Academic Calendar for exact dates for each semester):

- Adding a course: through the 2nd week of the semester (late-starting courses may be added after the deadline with an advisor's permission).
- Dropping a course (deleted from student's academic transcript): through the 3rd week of the semester
- Withdrawal with a grade of W noted on academic transcript (no academic penalty):
  - Undergraduate students: through the 7th week of the semester
  - Parsons, Mannes graduate students: through the 7th week of the semester
  - All other graduate students: through end of semester
- Withdrawal with a grade of WF noted on academic transcript (equivalent to an F in GPA):

- Undergraduate students: after 7th week of semester
- Parsons, Mannes graduate students: after 7th week of semester

Short, late-starting, and online courses have different deadlines. Student should consult the registrar's website or their advisor for details.

Attendance in class or completion of course requirements alone does not constitute formal registration and will not make a student eligible to receive credit for that course. Likewise, failure to attend classes, failure to complete coursework, failure to complete payment, or notification of the instructor, does not constitute withdrawal from a course nor cancel charges due. Failure to withdraw officially may result in a permanent grade of WF on the student's record.

## Pass/Fail

Students have the option of taking certain courses as pass/fail, or P/U. In order to take a class pass/fail, a Petition for Graduate Pass/Fail Grade must be approved by the instructor. The petition must be filed at the registrar's office by the end of the semester's "add period." Such petitions cannot be filed retroactively. If the student has opted for pass/fail, only a grade of P or U may be assigned. Grades of P/U will not be included in the cumulative grade point average.

## Auditing Courses

In order to audit a course, students must obtain the appropriate advisor signatures using an add/drop form and register for the course in-person at the Registrar's Office. Students cannot register to audit courses via MyNewSchool. Audit fees are listed in the Tuition and Fee Schedule.

## BILLING AND PAYMENT

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For registered continuing students, invoices will be sent electronically. An email to the student's New School email address (@newschool.edu) notifies him or her that the invoice is ready to view through MyNewSchool. Fall semester invoices are available for viewing in early July with payment due by August 10. Invoices for the spring semester are available in December with payment due by January 10. The invoice contains all financial aid authorized as of the date of the invoice.

For students who register just prior to the start of classes, tuition and fees less approved financial aid awards (including housing fee if applicable) are payable in full at the point of registration unless a student makes special payment arrangements with Student Financial Services (see Monthly Payment Plan and Deferral policies below).

Accepted forms of payment: Payment may be made by Visa, MasterCard, Discover, American Express, check (US funds only), money order, travelers check, cash (in person only), and wire transfer (see instructions below). Students are encouraged to make payment online at MyNewSchool for timely, accurate, and secure posting. Online payment may be made using a U.S. checking or savings account, or Visa, MasterCard, Discover, or American Express.

Wire Transfer: For information on how to wire transfer funds to The New School, please sign on to MyNewSchool (click the “Student” tab, then in the “Student Financial Services” channel click “Wire transfer information”).

Students who do not have access to MyNewSchool, please email Student Financial Services for instructions. Only students who have been admitted and deposited can send funds by wire.

## Late Registration and Late Payment Fees

The policy outlined below applies to all continuing degree students, except those returning from a leave of absence or mobility. It does not apply to newly admitted students during their first semester.

Please note that tuition and fee policies are subject to change.

*Fall semester:* Students registered for the fall semester are required to make arrangements to pay by August 10. Failure to do so will result in a late payment fee of \$150. Students who register after August 10 will be charged a late registration fee of \$150.

*Spring Semester:* Students registered for the spring semester will be required to make arrangements to pay by January 10. Failure to do so will result in a late payment fee of \$150. Students who register after January 10 will be charged a late registration fee of \$150.

*Appeals:* Students who are charged the late payment fee or late registration fee and have extenuating circumstances that warrant a review of the fee may appeal by writing a letter stating their case and attaching appropriate documentation.

The appeal must be received prior to October 15 for the fall term or prior to February 15 for the spring term. The fee must be paid before the appeal can be reviewed. If the appeal is granted, a refund will be issued. The appeal should be sent to:

Late Fee Appeal Committee  
c/o University Registrar  
The New School  
79 Fifth Avenue, 5th floor  
New York, NY 10003

## Monthly Payment Plan

The New School offers a monthly payment plan. It enables students or their families to pay interest-free monthly installments toward tuition, fees, and housing. The monthly payment plan allows you to maximize your savings and income by spreading your education expenses over four or five monthly payments each semester. Many students and families find monthly installments more manageable than one lump payment each semester. Enrollment is through MyNewSchool.

The payment plan is not a loan so there are no credit checks. It is available for the fall and spring semesters. (This payment plan is not available for summer charges).

Matriculated students taking six or more credits per semester and New School for Social Research students maintaining status are eligible.

The plan is interest free, but there is a \$55 enrollment fee per semester. Payment for the fall five (5) month plan begins on August 1, and payment for the fall four (4) month plan begins on September 1. Payment for the spring five (5) month plan begins on January 1, and payment for the spring four (4) month plan begins on February 1.

**Important Note:** All payment plans are based on per semester charges. Students will need to re-enroll each subsequent semester in order to continue using the payment plan as an option.

## Deferral of Payment for Approved Financial Aid

Students receiving financial aid may defer tuition and fees only if an award has been granted and the proper forms have been signed and returned to Student Financial Services. Approved financial aid awards appear on student invoices and reduce the amount due. Students must make payment in full of any charges not covered by their financial aid package.

It is the student’s responsibility to know the status of his or her financial aid awards, including loans, so that all tuition and other charges are satisfied in a timely fashion. In the event anticipated financial aid or loans are not realized, the student will be required to pay any outstanding balance through other means. For additional information contact Student Financial Services.

## Deferral of Payment for Employer Reimbursement

Students expecting reimbursement from an employer or sponsor may defer payment of tuition and fees by submitting a signed authorization letter on official employer/sponsor letterhead along with the appropriate

deferral form(s) as described below. This may be done by mail or fax or in person, but not by email.

The authorization letter must show a current date and must include the student's full name (and, if available, the student's New School ID number), the amount to be reimbursed, the academic term for which the charges will be covered, the signer's address and telephone number, and the specific terms for reimbursement (either contingent on receipt of grades or else billable upon registration; see below). Any portion of charges that the employer has not agreed to pay may not be deferred. Registered degree students may fax the forms (instructions below). Nonmatriculated students must submit the forms with their registration.

A registered degree student must submit the authorization and the deferment form(s) to Student Financial Services by the appropriate payment due date in order to avoid the late payment fee. A nonmatriculated (general credit, noncredit, or certificate) student must submit the authorization and deferment form(s) with his or her registration.

Authorization letters and forms should be faxed to 212.229.8582; mailed to The New School, attention Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003; or brought in person to the cashiering office at 72 Fifth Avenue. Payment may be made online at [mynewschool.edu](http://mynewschool.edu) by ACH or credit card, or by faxing a credit card authorization along with the deferral form to 212.229.8582. Payment of all charges is the responsibility of the student. The student is liable for any and all deferred charges that the employer does not pay for any reason. The student's liability is not contingent on receiving grades, receiving passing grades, or completing courses. For answers to questions regarding employer reimbursement, email [sfs@newschool.edu](mailto:sfs@newschool.edu) or call 212.229.8930, option 2.

### Terms of Reimbursement

If the reimbursement will be made upon receipt of grades: There is a participation fee of \$150, and the student must complete both the Employer Reimbursement Deferment Form and the Deferral Credit Card Payment Authorization. (These forms can be downloaded from the website: go to [www.newschool.edu/studentservices](http://www.newschool.edu/studentservices) and select Billing and Payment.) Payment of the \$150 participation fee and any balance of tuition and university fees not covered by the authorization letter must be made prior to or submitted with the deferment forms. Deferred charges must be paid in full by February 1 for the fall semester, June 15 for the spring semester, and August 15 for the summer term.

If payment is not contingent on receipt of grades and The New School can bill the employer directly: There is no participation fee. The student submits only the Employer Reimbursement Deferment Form (found on the website; see above) with the employer authorization letter. The

New School will send an invoice for payment to the employer according to the authorization. Payment for any balance due not covered by the authorization letter must be made prior to or submitted with the deferment form.

### Returned Check Fee

If for any reason a check does not clear for payment after being deposited, a penalty of \$30 is charged to the student's account. The university cannot presume that the student has withdrawn from classes because the check has not cleared or has been stopped; payment and penalty remain due. Payment for the amount of the returned check and the \$30 returned check fee must be made with cash, a certified bank check, or a money order. Another personal check is not acceptable. A penalty (ten percent of the balance) is charged if payment for a returned check is not received within four weeks. If a second check is returned, all future charges must be paid with cash, a certified bank check, or a money order; personal checks will no longer be accepted.

### Refund Schedule and Policies

In the event of early withdrawal, a percentage of tuition will be refunded (see refund schedule below). Refunds will be granted only after the official withdrawal procedure has been completed or the university determines the student is no longer enrolled. Refund processing takes approximately four weeks.

#### University Refund Schedule for Degree Students

Date Courses Dropped	% of Semester Tuition Charges Refunded
Before the semester begins	100%
Within the first week of the semester	90%
Within the second week of the semester	80%
Within the third week of the semester	70%
Within the fourth week of the semester	60%
After the the fourth week of the semester	No refund

Other fees, including tuition deposits for new students, are nonrefundable. Housing fees are subject to the terms stated in the housing contract.

The above percentages will be applied to the number of credits dropped and the tuition will be recalculated based

on the new credit load. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Student financial aid may be affected when a student withdraws or drops credits. Students should contact Student Financial Services with questions regarding their account. Failure to complete payment prior to withdrawal does not relieve a student of financial liability.

For students receiving Title IV funds (federal aid) who withdraw officially or unofficially from all classes, refund calculations will be based on the amount of Title IV aid earned and on the amount of time the student was in attendance, using a proportional calculation through 60 percent of the payment period. This calculation has no relationship to the student's institutional charges. The amount of tuition, fees, housing, and meal plans assessed will be based on the institutional refund policy.

## **GRADES AND GRADING**

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### **Grade Reporting**

Faculty members determine the grades that each student receives for work done under their instruction. Grades are recorded for all students registered in a course for credit. They are generally posted within two weeks of the end of the course. Students can access their grades and view their academic transcript on MyNewSchool. The university does not automatically mail paper copies of grades to students. Students who need an official copy of their grades for the current term can request it through MyNewSchool.

Numerical values of grades are as follows:

A = 4.0 B+ = 3.3 C+ = 2.3 D = 1.0

A- = 3.7 B = 3.0 C = 2.0 F = 0.0

B- = 2.7 C- = 1.7 WF = 0.0

The following grades are not figured into the grade-point average:

W = Withdraw

I = Temporary incomplete

N = Permanent incomplete

P = Pass (credits count toward degree)

U = Unsatisfactory (credits do not count toward degree)

AP = Approved (non-credit certificate)

NA = Not approved (non-credit certificate)

GM = Grade not reported

### **Grade of W**

The grade of W may be issued by the Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student's transcript.

A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

### **Grade of WF**

The grade of WF may be assigned by instructors to a student (undergraduates; graduate students only at Parsons and Mannes) who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an "F," which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade. The WF is equivalent to an F in calculating the grade point average (zero grade points), and no credit is awarded.

### **Grades of Incomplete**

The grade of I, or Temporary Incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student's academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student's request and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by student and instructor. The time allowed for completion of the work and removal of the "I" mark will be set by the instructor with the following limitations:

**Undergraduate students:** Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "WF" by the Office of the Registrar.

**Graduate students:** Work must be completed no later than one year following the end of the class. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "WF" (for Parsons and Mannes graduate students) or "N" (for all other graduate students) by the Office of the Registrar. A grade of "N" does not affect the GPA but does indicate a permanent incomplete.

## Grade-Point Averages

The semester grade-point average is computed by multiplying the number of credits earned in each course by the numerical values associated with the grade received in that course. The grade points for all courses are totaled and then divided by the total number of graded credits attempted, including any failed courses.

The cumulative grade-point average is computed by dividing the total number of grade points earned (quality points) by the total number of graded credits attempted. Credits transferred from another institution are not included in the cumulative GPA.

## Grade Changes

Final grades are subject to revision by the instructor with the approval of the dean's office for one semester following the term in which the course was offered (one year for graduate students). After that time has elapsed, all grades recorded in the registrar's office become a permanent part of the academic record, and no changes are permitted.

## Grade Appeal Policy

Students may petition for review of any grade up to 60 days after the grade was issued. Before deciding to appeal, the student must request an informal explanation of the basis of the grade from the instructor. If the student is not satisfied with the explanation, the student may pursue the matter as follows:

The student submits a letter outlining any questions and/or objections directly to the faculty member, with a copy to the department chair or director. (If the faculty member is also the chair or director, the copy will be sent to the dean's office.)

The instructor submits a written response to the student's letter within one month of receipt, with a copy to the department chair or director (or the dean's office, if the faculty member is also the chair or director).

If the student is still not satisfied after the faculty member's written response, the student may appeal further by writing and sending copies of previous communications to the dean's office designee. This designee will convene an appeals committee to review both letters, clarify any outstanding questions or issues, and make a recommendation to the dean of the college. The dean's decision is final.

## ACADEMIC TRANSCRIPTS

An official transcript carries the registrar's signature and The New School seal and documents a student's permanent academic record at the university. Students may have a transcript mailed to the address of their

choosing (including other colleges and institutions) by submitting an official request to the Office of the Registrar. This can be done online at MyNewSchool, or by completing the [transcript request form](#) available on the web.

Standard transcript services are free of charge. Transcripts are not issued for students with outstanding debts to the university.

## ACADEMIC STANDING AND PROGRESS

### Degree Completion Term Limits and Extensions of Time

Students must complete degree requirements within five years for the master's degree. Term limits for the PhD are ten years at The New School for Social Research and eight years at Milano The New School for Management and Urban Policy. Beyond these time limits, students are not permitted to register unless an extension of time is obtained.

Extensions of time may be granted based on a petition submitted by the student and assessed by the student's academic department. To petition, the student must outline work completed toward the degree and a plan for completion of the degree. If the extension of time is not granted, the student will be dismissed from the program.

### Attendance and Lateness

Federal regulations require that the university monitor attendance for all degree students and notify the appropriate agency of any student receiving financial aid who has not attended a 15-week onsite class for 2 or more consecutive weeks (for online classes, 2 or more consecutive weeks of not logging into the class) or 1 week of nonattendance for a 9-week onsite class (for an online class, 7 days or more of not logging into the class).

Students are responsible for knowing and complying with the attendance policy. Students should refer to course syllabi for information about attendance expectations and requirements, or consult their instructors for clarification.

### Religious Absences/Equivalent Opportunity

Pursuant to Section 224-a of the New York State Education Laws, any student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days.

### Retaking a Course

With approval, graduate students with a grade of B- or below and undergraduate students with a grade of F or

WF in a course are eligible to retake the course and have the original grade removed from the cumulative GPA. Approval will be granted for this up to three times during a single degree program. The initial grade will continue to appear on the transcript but will drop out of the cumulative GPA; the grade earned the second time will be used to compute the GPA. Retaken courses will not count twice toward fulfillment of graduation requirements nor for student loan or New York Tuition Assistance Program (TAP) certification. No more than three courses may be retaken during a student's course of study in any degree program. Students who wish to retake a course should contact their advising or dean's office to learn the proper procedure prior to registration.

## Academic Standing

**Graduate students** must maintain at least a 3.0 term GPA and cumulative GPA to remain in good academic standing. Students with less than a 3.0 term GPA or cumulative GPA will be placed on academic probation. Students who earn less than a 3.0 term GPA or cumulative GPA for two consecutive semesters will be subject to dismissal.

In addition, graduate students who do not complete one half of accumulated attempted credits after two consecutive semesters in their program will be subject to probation and will not necessarily be allowed to register for more courses and/or equivalency credits the following semester. Students are additionally responsible for meeting department/program academic requirements in order to remain in good academic standing in their program.

## Academic Standing and Financial Aid

Satisfactory academic progress is a crucial factor in maintaining eligibility for state, federal, and institutional financial aid. In addition to the standards described above, certain aid programs (such as New York State's Tuition Assistance Program) may have additional or different academic progress requirements. Failure to meet these requirements may jeopardize a student's continued financial assistance. Students should contact Student Financial Services with questions about general requirements or personal status.

A student who loses financial aid eligibility because of failure to satisfy academic progress requirements may have his or her financial aid reinstated if satisfactory academic standing is regained or if he or she is readmitted to the academic program.

## Dismissal Notification

Students dismissed based on fall semester grades must be notified before spring semester classes begin. Otherwise, the student will be placed on probation and allowed to attend spring semester classes.

## Dismissal Appeals

Students who are dismissed from their degree program may petition to their dean's office to reverse the decision by filing a formal, written appeal. All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission.

Appeals must contain the following information:

- An explanation of poor performance and/or failure to complete required coursework
- A description of plans to improve academic performance and/or to complete outstanding work
- Any other relevant information pertaining to academic history or potential

## Academic Status

### Leave of Absence

Students in good academic standing may petition for a leave of absence. Students taking a leave of absence must meet with the assistant director of Academic Student Services (212.229.5615, x2150) and complete the official Exit Form. Leaves of absence are typically approved for one or two semesters, depending on the curriculum and academic requirements of the program. Drop and withdrawal deadlines apply, and refunds are calculated in accordance with the University Refund Schedule.

Recipients of student loans should note that a leave of absence constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or eligibility for student deferment. They should consult Student Financial Services when contemplating a leave of absence. International students on F1 and J1 visas normally fall out of status during the period of a leave and must return to their home countries during the leave; international students should consult International Student Services when contemplating a leave of absence.

Leaves of absence for medical reasons require appropriate documentation. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student's eligibility to return.

If unable to return to study as planned, the student must contact their academic affairs officer immediately to request an extension of their leave.

### Withdrawal from a Degree Program

A student wishing to withdraw completely from the university must meet with the academic affairs officer in his or her division and complete the official Exit Form. Their academic records will be maintained in accordance with the relevant drop and withdrawal deadlines, and

refunds will be calculated in accordance with the University Refund Schedule. Students who withdraw and later wish to return to the university must reapply through the Office of Admission.

### **Change of Major or Program**

A graduate student who wishes to change major or concentration must obtain permission from the director of the program and may be required to apply for readmission.

### **Readmission**

A student seeking to return to the university may be required to apply for readmission if he or she

- was dismissed
- did not complete the official Exit form before taking a leave or withdrawing
- was not approved for a leave of absence
- was approved for a leave of absence but did not return to the university within the approved time frame
- withdrew from his/her program

## **GRADUATION**

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### **Requirements for Graduation**

To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and must complete all degree requirements (as specified in school catalogs) prior to the graduation date. Doctoral programs may require cumulative GPAs above 3.0.

Graduating students should not receive incomplete grades in any course taken in the final semester of study.

### **Petitioning to Graduate**

Students who intend to graduate must submit a Graduation Petition to the Office of the Registrar (through MyNewSchool or by hard copy) and pay the appropriate fee by the dates listed below. The petition must be filed regardless of intent to attend the commencement ceremony:

#### *For January graduation*

Prior to October 1	No fee
After October 1	\$20 late fee
After November 1	\$50 late fee

The final deadline to petition is November 15.

#### *For May graduation*

Prior to February 15	No fee
After February 15	\$20 late fee

After March 15                      \$50 late fee

The final deadline to petition is March 30.

### **Degree Conferral and Issuing of Diplomas**

The New School confers degrees in January and May. After all semester grades are received and posted, the student's academic record is evaluated to determine eligibility to graduate. This process will take several weeks. If the student is eligible to graduate, the degree will be conferred and a diploma will be mailed to the student's specified "diploma address" approximately 12 weeks later. Diplomas are not issued to students with outstanding debts to the university.

### **The Commencement Ceremony**

The graduation ceremony for both May and January graduates is held in May. Graduate students must complete all degree requirements in the semester prior to commencement to participate in the ceremony. Participation in commencement exercises does not ensure that degree requirements have been met.

Students attending the May ceremony must purchase graduation attire from the university supplier.

## OTHER UNIVERSITY POLICIES

### EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

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The New School is committed to creating and maintaining an environment that promises diversity and tolerance in all areas of employment, education, and access to its educational, artistic, or cultural programs and activities. The New School does not discriminate on the basis of age, race, color, gender (including gender identity and expression), pregnancy, sexual orientation, religion or religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC's TDD number is 212.741.3080.

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their division's dean's office, their department director, or the Office of the Senior Vice President for Human Resources and Labor Relations, who is the University Disability Official.

### STANDARDS OF CONDUCT

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The New School reserves the right to deny a person admission to or continuance in its courses of study.

#### Academic Honesty

Academic honesty, the duty of every member of an academic community to claim authorship of his or her own work and only for that work and to recognize the contributions of others accurately and completely, is fundamental to the integrity of intellectual debate and creative and academic pursuits. All members of the university community are expected to conduct themselves in accordance with the standards of academic honesty. Students are responsible for knowing and making use of proper procedures for writing papers, presenting and performing their work, taking examinations, and doing

research. Faculty are equally responsible for informing students of their policies with respect to the limits within which students may collaborate with or seek help from others on specific assignments. Instructors are expected to educate students about the legal and ethical restrictions placed upon creative work and about the consequences of dishonesty in the professional world.

*(From the University Policies Governing Student Conduct, p. 65)* "Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). The standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essay theses, dissertations, computer work, art and design work, oral presentations and other projects). The standards also include responsibility for meeting the requirements of particular courses of study. The New School recognizes that the different nature of work across the divisions of the university may entail different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all divisions of The New School and institutions of higher education in general."

#### Academic dishonesty includes but is not limited to:

- Cheating on examinations, either by copying another student's work or by utilizing unauthorized materials.
- Any act of plagiarism, that is, the fraudulent presentation of the written, oral or visual work of others as original.
- Theft of another student's work.
- Purchase of another student's work.
- Submitting the same work for more than one course.
- Destruction or defacement of the work of others.
- Aiding or abetting any act of dishonesty.
- Any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents.

#### Statement of Ethical Responsibility for Research Involving Human Subjects

New School faculty and staff engaged in research or supervising student research projects must be aware of their responsibilities for ethical conduct in any project involving the use of human subjects. Faculty and staff are responsible for research done by students under their supervision with respect to these matters. Each research design must be examined for possible risk to subjects. If even minor risk of physical, psychological, sociological, or other harm may be involved, the faculty or staff member must consult with the university Institutional

Review Board. The full policy with guidelines and consent forms can be found on the website at [www.newschool.edu/admin/provost/](http://www.newschool.edu/admin/provost/).

## **Academic Freedom: Free Exchange of Ideas**

An abiding commitment to preserving and enhancing freedom of speech, thought, inquiry, and artistic expression is deeply rooted in the history of The New School. The New School was founded in 1919 by scholars responding to a threat to academic freedom in this country. The University in Exile, progenitor of The New School for Social Research, was established in 1933 in response to threats to academic freedom abroad. The bylaws of the institution, adopted when it received its charter from the State of New York in 1934, state that the “principles of academic freedom and responsibility ... have ever been the glory of the New School for Social Research.” Since its beginnings The New School has endeavored to be an educational community in which public as well as scholarly issues are openly discussed and debated, regardless of how controversial or unpopular the views expressed are. From the first, providing such a forum was seen as an integral part of a university’s responsibility in a democratic society.

The New School is committed to academic freedom in all forms and for all members of its community. It is equally committed to protecting the right of free speech of all outside individuals authorized to use its facilities or invited to participate in the educational activities of any of the university’s schools. A university in any meaningful sense of the term is compromised without unhindered exchanges of ideas, however unpopular, and without the assurance that both the presentation and confrontation of ideas takes place freely and without coercion. Because of its educational role as a forum for public debate, the university is committed to preserving and securing the conditions that permit the free exchange of ideas to flourish. Faculty members, administrators, staff members, students, and guests are obligated to reflect in their actions a respect for the right of all individuals to speak their views freely and be heard. They must refrain from any action that would cause that right to be abridged. At the same time, the university recognizes that the right of speakers to speak and be heard does not preclude the right of others to express differing points of view. However, this latter right must be exercised in ways that allow speakers to state their position and must not involve any form of intimidation or physical violence.

Beyond the responsibility of individuals for their own actions, members of the New School community share in a collective responsibility for preserving freedom of speech. This collective responsibility entails mutual cooperation in minimizing the possibility that speech will be curtailed, especially when contentious issues are being discussed, and in ensuring that due process is accorded to

any individual alleged to have interfered with the free exchange of ideas.

Consistent with these principles, the university is prepared to take necessary steps to secure the conditions for free speech. Individuals whose acts abridge that freedom will be referred to the appropriate academic school for disciplinary review.

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## **IMMUNIZATION REQUIREMENTS**

New York State requires that matriculated students enrolling for six or more credits (including equivalency credit) who were born on or after January 1, 1957, provide the university with documentation of their immunity to measles, mumps, and rubella.

All students must also affirm that they have read the material distributed by the university on meningococcal disease and either plan to get an immunization, have documentation of having had a meningococcal immunization, or decline the immunization in writing. All new students receive in their admission packet an immunization and meningitis documentation form that must be completed and submitted prior to registering for classes. Students who do not submit the form will not be allowed to register.

Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted at [www.newschool.edu/studentaffairs/health](http://www.newschool.edu/studentaffairs/health).

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## **THE STUDENT RIGHT TO KNOW ACT**

The New School discloses information about the persistence of undergraduate students pursuing degrees at this institution. This data is made available to all students and prospective students as required by the Student Right to Know Act. During the 2010–2011 academic year, the university reports the “persistence rate” for the year 2009 (i.e., the percentage of all freshmen studying full time in fall 2009 who were still studying full time in the same degree programs in fall 2010). This information can be found under the common data set information. Visit the Office of Institutional Research at [www.newschool.edu/admin/oir](http://www.newschool.edu/admin/oir) for more information.

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## **INTELLECTUAL PROPERTY POLICY**

Under The New School’s Intellectual Property Policy, the university shall have a nonexclusive, royalty-free, worldwide license to use works created by its students and faculty for archival, reference, research, classroom, and other educational purposes. With regard to tangible works of fine art or applied art, this license will attach only to stored images of such work (e.g., slides, videos, digitized images) and does not give the university a right to the tangible works themselves. With regard to literary,

artistic, and musical works, this license will attach only to brief excerpts of such works for purposes of education. When using works pursuant to this license, the university will make reasonable efforts to display indicia of the authorship of a work. This license shall be presumed to arise automatically, and no additional formality shall be required. If the university wishes to acquire rights to use the work or a reproduction or image of the work for advertising, promotional, or fundraising purposes, the university will negotiate directly with the creator in order to obtain permission.

## **USE OF PHOTOGRAPHS**

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The New School reserves the right to take or cause to be taken, without remuneration, photographs, film or videos, and other graphic depictions of students, faculty, staff, and visitors for promotional, educational, and/or noncommercial purposes, as well as approve such use by third parties with whom the university may engage in joint marketing. Such purposes may include print and electronic publications. This paragraph serves as public notice of the intent of the university to do so and as a release to the university giving permission to use those images for such purposes.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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The Family Educational Rights and Privacy Act of 1974, with which The New School complies, was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for correction of inaccurate or misleading statements.

The New School has established the following student information as public or directory information, which may be disclosed by the institution at its discretion: student name; major field of study; dates of attendance; full- or part-time enrollment status; year level; degrees and awards received, including dean's list; the most recent previous educational institution attended, addresses, phone numbers, photographs, email addresses; and date and place of birth.

Students may request that The New School withhold release of their directory information by notifying the registrar's office in writing. This notification must be renewed annually at the start of each fall term.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write to the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why, in the student's opinion, it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health services staff); a person or company with whom the university has contracted as its agent to provide a service instead of university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the New School Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## ABOUT THE UNIVERSITY

The New School was founded in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, it is a major private university, enrolling more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts and social sciences, management, art and design, and performing arts. The New School offers courses and degrees online as well as on campus in New York City. The university is comprised of several academic divisions, which are described below.

### Officers of Administration

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Joel Lester, Dean  
Mannes College The New School for Music

Robert LuPone, Director  
The New School for Drama

Martin Mueller, Executive Director  
The New School for Jazz and Contemporary Music

Michael Schober, Dean  
The New School for Social Research

David Scobey, Executive Dean  
The New School for General Studies and Milano The  
New School for Management and Urban Policy

Joel Towers, Executive Dean  
Parsons The New School for Design

### Board of Trustees

Names of trustees may be found on the website at  
[www.newschool.edu/administration](http://www.newschool.edu/administration)

## THE DIVISIONS OF THE NEW SCHOOL

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### The New School for General Studies- Milano the New School for Management and Urban Policy

66 West 12th Street, New York, NY 10011  
212.229.5615, [www.newschool.edu/generalstudies](http://www.newschool.edu/generalstudies)  
72 Fifth Avenue, New York, NY 10011  
212.229.5400, [www.newschool.edu/milano](http://www.newschool.edu/milano)

*During the 2010-2011 academic year, The New School for General Studies and Milano The New School for Management Urban Policy are advancing a major initiative that will bring them together as one university division.*

**The New School for General Studies:** A pioneer of lifelong education in the United States, The New School for General Studies is still a center of innovation today. Its offerings include a bachelor's degree program for returning students, graduate degree programs that integrate theory and practice, and a broad and serious curriculum open to noncredit students. The school offers the following degrees: the BA and BS in Liberal Arts and Environmental Studies, BA in Global Studies, BFA in Musical Theater (in association with the American Musical and Dramatic Academy), MA in Media Studies, MFA in Creative Writing, and MA in TESOL. The New School offers graduate-level certificates in Documentary Media Studies and Media Management and undergraduate

and noncredit certificates in Creative Arts Therapy, Teaching English to Speakers of Other Languages, English as a Second Language (ESL), ESL + Design, Film Production, and Screenwriting. Accelerated joint bachelor's/master's degree options are available in several graduate programs at the university. The curriculum open to noncredit students includes courses in history, psychology, literature, philosophy, film and media studies, visual arts, acting, writing, management and business, foreign languages, and food studies. The school is also the home of the Vera List Center for Art and Politics.

### **Milano The New School for Management and Urban Policy:**

The J.M. Kaplan Center for New York City Affairs was founded in 1964 as the first academic institution in the United States devoted to the study of a single metropolitan area. In 1975, the Kaplan Center evolved into the Robert J. Milano Graduate School of Management and Urban Policy (later renamed Milano The New School for Management and Urban Policy). Today the school trains working professionals for leadership in government, corporations, and nongovernmental and community organizations. Milano's teachers are world-class theorists and working practitioners who use New York City as a training ground and laboratory for their students. The curriculum focuses on urban policy, nonprofit management, and organizational change. Students can earn an MS in Environmental Policy and Sustainability Management, Nonprofit Management, Organizational Change Management, or Urban Policy Analysis and Management; an MA and MS in International Affairs; a PhD in Public and Urban Policy; or a post-master's certificate in Leadership and Change, Organizational Development, or Sustainability Strategies.

### **The New School for Social Research**

6 East 16th Street, New York, NY 10003  
212.229.5700, [www.newschool.edu/socialresearch](http://www.newschool.edu/socialresearch)

The New School for Social Research is a graduate center for the social sciences and philosophy that began in 1933 as the University in Exile, the legendary haven for European scholars seeking refuge from fascism. Today each department and program excels in its own area of inquiry while promoting dialogue that transcends the concerns of its field. Students participate in interdepartmental courses and multidisciplinary conferences and forums and collaborate with other social scientists, designers and artists, and faculty and students in other parts of The New School. The New School for Social Research awards masters and doctoral degrees in anthropology, economics, philosophy, political science, psychology, and sociology, as well as interdisciplinary master's degrees in historical studies and liberal studies.

### **Parsons The New School for Design**

2 West 13th Street, New York, NY 10011  
212.229.8950, [www.newschool.edu/parsons](http://www.newschool.edu/parsons)

Parsons The New School for Design is a degree-granting college of art and design offering professional and liberal education at the undergraduate and graduate levels. The school focuses on critical thinking skills, social engagement, collaborative methods, and global perspective. Parsons graduates are known for their leadership in creative, management, and scholarly areas of art and design. The school was named in 1936 for longtime president Frank Alvah Parsons, who devoted his life to integrating visual art and industrial design. Professional internships, interdisciplinary collaboration, and international study opportunities augment Parsons' undergraduate, graduate, and certificate programs. Parsons offers the following degree programs: BFA or a five-year BA/BFA dual-degree program in Architectural Design, Communication Design, Design and Technology, Fashion Design, Fine Arts, Illustration, Integrated Design, Interior Design, Photography, and Product Design; BBA in Design and Management; BA in Environmental Studies; BS in Environmental Studies and Urban Design; AAS in Fashion Marketing, Fashion Studies, Graphic Design, and Interior Design; MFA in Design and Technology, Fashion Design and Society, Fine Arts, Interior Design, Lighting Design, Photography, and Transdisciplinary Design; MArch; MArch/MFA (dual degree) in Lighting Design; and MA in History of Decorative Arts and Design and Fashion Studies. The following programs are in development: MA Urban Design Studies; MS Design Management, and MS Urban Design Ecologies. Nonmatriculated students of all ages can participate in a variety of programs, such as Summer Intensive Studies (pre-college and college-level), Continuing Education (for adults), and the Parsons Pre-College Academy (certificate programs and general art and design education for young people in grades 4–12).

### **Eugene Lang College The New School for Liberal Arts**

65 West 11th Street, New York NY 10011  
212.229.5665, [www.newschool.edu/lang](http://www.newschool.edu/lang)

Eugene Lang College is The New School's four-year liberal arts college for traditional-age undergraduates. Established in 1985, the school was named in honor of the educational philanthropist and New School trustee Eugene M. Lang. Lang students enjoy the benefits of study in small seminar-style classes and can pursue the BA in the Arts, Culture and Media, Economics, Environmental Studies, Global Studies, History, Interdisciplinary Science, Literary Studies, Philosophy, Psychology, Urban Studies, or Liberal Arts. Liberal Arts majors can complete interdisciplinary programs in Education Studies, Religious Studies, and Social Inquiry;

they can also elect a self-designed program of study. In addition, Lang offers a dual-degree program in which students earn a BA from Lang and a BFA from Parsons The New School for Design or The New School for Jazz and Contemporary Music. The college also offers several bachelor's/master's dual degree programs with other divisions at The New School.

### **Mannes College The New School for Music**

150 West 85th Street, New York, NY 10024  
212.580.0210, [www.newschool.edu/mannes](http://www.newschool.edu/mannes)

Mannes is a leading conservatory of classical music that was founded in 1916 by violin and piano duo David Mannes and Clara Damrosch Mannes. It provides professional training for graduate and undergraduate students of music, preparatory instruction for children ages 4 to 18, and classes for adult students at every level of proficiency. At Mannes, a comprehensive curriculum, a faculty of experienced artists, and the resources of an innovative university support students in their quest for virtuosity. Mannes offers the BM, BS, and MM, as well as undergraduate and professional diplomas. Students can major in every classical instrument, orchestral or choral conducting, composition, theory, and voice. The Mannes community comprises students from every corner of the world and instructors at the top of their fields, including performers and conductors from prominent orchestras, ensembles, and opera companies, as well as renowned soloists, composers, and scholars.

### **The New School for Drama**

151 Bank Street, New York, NY 10014  
212.229.5150, [www.newschool.edu/drama](http://www.newschool.edu/drama)

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop at the university in the 1940s. Today The New School for Drama prepares talented graduate students for lives and careers as performing artists. The school awards the MFA in Acting, Directing, or Playwriting. Students work under the instruction of distinguished theater professionals in small, challenging classes. The three-year program is progressive: Students begin with self-discovery, develop technical skills in the second year, and finish by writing, directing, and acting in productions and developing a business plan. New York City offers Drama students both limitless opportunities to learn through observation and a wealth of career possibilities.

### **The New School for Jazz and Contemporary Music**

55 West 13th Street, fifth floor, New York, NY 10011  
212.229.5896, [www.newschool.edu/jazz](http://www.newschool.edu/jazz)

Established in 1986, The New School for Jazz and Contemporary Music offers talented musicians an opportunity to train with professional artists from New York City's illustrious jazz community. The school's teaching model is based on the tradition of the artist as mentor; students work with accomplished musicians immersed in the history and evolution of jazz, blues, pop, and newer genres. Learning takes place in three environments: the classroom (through instruction in ensemble playing, instrumental music, music history, music theory, and related topics), tutorial instrumental study (through one-on-one sessions with renowned musicians), and master classes (through lectures, performances, and workshops). In these settings, students develop their creative talent while working to meet the high standards set by their instructors. The school awards the BFA; it also offers a five-year dual-degree BA/BFA program in conjunction with Eugene Lang College The New School for Liberal Arts.