

**University Curriculum:
University Lectures & Seminars
Course Descriptions
Spring 2011**

UNIVERSITY LECTURE COURSES (ULEC) *

* ULEC courses have two parts – the lecture and the discussion section. In order to receive credit for these courses, students must register for both parts.

* ULEC courses will be over-tallied, and discussion sections added, if necessary if students are blocked from registering for these courses due to enrollment limits listed below. Advisors should contact Carolyn Comiskey (comiskey@newschool.edu) if a student they are working with needs to be placed into a class.

Course Title: **9-11 Revisited**
Faculty: **Margot Bouman**
Contributing School/Department: **Parsons / School of Art, Media & Technology**
Course Subject: **ULEC**
Course Number: **2700**
CRN: **6771**
Schedule: **Wednesday 2-3:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2701**
Schedule:

Section A: CRN: 6773	Wednesday	4-5:20pm	TBA Faculty
Section B: CRN: 6774	Thursday	10-11:20am	TBA Faculty
Section C: CRN: 6775	Thursday	2-3:20pm	TBA Faculty
Section D: CRN: 6776	Friday	2-3:20pm	TBA Faculty

Credits: **3**

With the election of the Obama government in late 2008, it seems that a natural break has occurred between the immediate aftermath of the events that occurred on September 11, 2001: the almost-simultaneous destruction of the World Trade Center in New York City, attack on the Pentagon, and the crash of United Airlines Flight 93 in Stonycreek Township in Pennsylvania, and the present. This course begins from the supposition that enough time may have elapsed for a full and considered look at the culture and politics of "9-11". It also asks: in the last ten years, what has been forgotten? How has history been manufactured? Lectures for this interdisciplinary ULEC will be drawn from history, political science, media studies, design studies and visual culture studies. Sample topics include the nature of conspiracy theories, the relationship between design and catastrophe, and the influence of "9-11" on popular culture.

MARGOT BOUMAN (Ph.D., University of Rochester) is Assistant Professor in Visual Culture Studies and Director of Undergraduate Studies, School of Art and Design and Theory, Parsons The New School for Design. Bouman is finalizing a manuscript entitled *Television's Avant-Garde; the Televisual and the Avant-Garde*. Her research interests include expanded television, avant-garde television, the unstable relationship between public and private, rhetorics of visual culture, and experimental video's spaces of production and reception.

Course Title: **America Is Hard to Find**
Faculty: **Jeremy Varon**
Contributing School/Department:
Course Subject: **ULEC**
Course Number: **2400**
CRN: **5519**
Schedule: **Monday 12-1:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2401**

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Schedule:

Section A: CRN: 5520	Monday	2-3:20pm	TBA Faculty
Section B: CRN: 5521	Wednesday	12-1:20pm	TBA Faculty
Section C: CRN: 5522	Thursday	4-5:20pm	TBA Faculty
Section D: CRN: 5523	Friday	10-11:20am	TBA Faculty

Credits: **3**

Americans are supremely convinced of their nation's special promise, but also anxious, throughout history, that that promise is being squandered or unfulfilled. And they have bitterly disagreed over the nature of that promise -- over what America is and should be. This course offers a theme-based engagement of post-World War Two American history that seeks to make more navigable the great national conflicts of our day: those over war and peace; the balance of civil liberty and security; the status of America in the world; the meaning of pluralism; and the purpose and scope of government. We will explore the complexity of the defining events, figures, and debates of the recent past, focusing on the origins and evolution of the Cold War; anticommunism and the counter-subversive tradition; the African American freedom struggle; the Vietnam War and opposition to it; New Left student and youth movements; New Right conservatism; the politics of globalization, and recent assertions of military power. The course consists of a weekly lecture and intimate discussion sessions. The readings are challenging and substantial, but enjoyable. We will listen to music, analyze films and images, read a graphic novel, and immerse ourselves in dialogue with the past.

JEREMY VARON (Ph.D., Cornell University) is Associate Professor of History at Eugene Lang College and the New School for Social Research. He is the author of *Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the Sixties and Seventies* (2004) and editor of *The Sixties: A Journal of History, Politics and Culture*. He has been active in a variety of social justice causes, and brings his political commitments to bear on his teaching and research.

Course Title: **Cinematics: Methods of Change Detection**

Faculty: **Brian McGrath**

Contributing School/Department: **Parsons / School of Art, Media & Technology**

Course Subject: **ULEC**

Course Number: **2600**

CRN: **5530**

Schedule: **Monday 10-11:20am**

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2601**

Schedule:

Section A: CRN: 5531	Wednesday	10-11:20am	TBA Faculty
Section B: CRN: 5532	Thursday	2-3:20pm	TBA Faculty
Section C: CRN: 5533	Monday	12-1:20pm	TBA Faculty
Section D: CRN: 5534	Friday	12-1:20pm	TBA Faculty

Credits: **3**

Cinematics develops observation, participation, notation and design skills for students from all fields as a necessary tool kit for detecting and initiating change in the environment. Cinematics combines lessons in ecological surveillance and human empathy through participatory free-hand drawing and digital video exercises. These exercises are self-reflective methods of watching, participating, and recording the larger patterns of change around us in order to set in motion new patterns of change. Using phenomenology, semiotics and cinematographic techniques of perception and representation, students examine and record their own bodies, clothing, domestic objects, friends, strangers, interiors, and New York street life in terms of shape, form, space, movement and time -- for instance how weather patterns and traffic movements affect social life. The recognition of patterns of change forms a basis for developing strategies for initiating subtle transformations in the dynamics of the world around us. The course uses as examples three films by Yasujiro Ozu, Jean-Luc Godard and John Cassavetes, employing the cinema techniques of framing, shooting and assembling movement and time images combined with performance, free hand drawing and mapping exercises. The course is co-taught by four teachers: Brian McGrath, Jean Gardner, Jose DeJesus, and Victoria Marshall.

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BRIAN McGRATH (M.Arch., Princeton University) is the founder and principal of Urban-Interface, LLC, a urban design consulting practice that fuses expertise in architecture, ecology and media. The firm combines new research in urban ecosystems and digital technologies to provide urban design models that engage local participants in flexible, innovative approaches to urban densification and revitalization. Current projects included partnerships with governmental agencies, private developers and cultural institutions such as the USDA Forest Service, New Jersey Meadowlands Commission, The Institute of Ecosystem Studies, Edison Properties, Tern Landing Development, the Ironbound Community Corporation and the Skyscraper Museum. McGrath is also a principal researcher in the National Science Foundation's Long Term Ecological Research study in Baltimore, Maryland, where he leads the urban design working group. His books and publications include: *Digital Modeling for Urban Design*, *Transparent Cities*, *Sensing the 21st Century City* (co-edited by Grahame Shane), and *Cinematics* (co-authored by Jean Gardner). McGrath was a Fulbright Senior Scholar in Thailand in 1998-99 and an India China Institute Fellow in 2005-2006.

Course Title: **Collaborating In and Beyond Music**
Faculty: **Michael Schober, Dan Greenblatt**
Contributing School/Department:
Course Subject: **ULEC**
Course Number: **2690**
CRN: **6739**
Schedule: **Monday 4-5:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2691**
Schedule:

Section A: CRN: 6767	Monday	6-7:20pm	TBA Faculty
Section B: CRN: 6768	Wednesday	4-5:20pm	TBA Faculty
Section C: CRN: 6769	Friday	12-1:20pm	TBA Faculty
Section D: CRN: 6770	Thursday	2-3:20pm	TBA Faculty

Credits: **3**

This class explores how performing musicians coordinate and improvise with each other on musical material, timing, expressivity, rhythm, and other musical features, and how this connects with the ways people coordinate and improvise in other arenas of life (e.g., in spontaneous casual conversations or creative group projects). This class will be informed by findings in psychology, linguistics and ethnography as well as the lived experience of working musicians. It will also consider how collaborative roles include audiences as well as performers. Lectures will include live performances and demonstrations as well as discussion of published research, and assignments will require students to participate in and analyze collaborative processes. The course is designed to be useful for students with and without previous musical training.

MICHAEL SCHOBBER (Ph.D., Stanford University) is Dean of the New School for Social Research, Professor of Psychology and editor of the journal *Discourse Processes*. Schober's published research investigates how people understand and misunderstand each other in conversation, how musicians coordinate in rehearsal and in performance, and how new communication technologies affect communicative processes and the measurement of public opinion. He is also a performing pianist who specializes in collaborative and chamber music, with interest in how new technologies can enhance musical co-presence and audience experience.

DAN GREENBLATT (PhD, University of Michigan) is a faculty member and Director of Academic Affairs for The New School for Jazz and Contemporary Music. In his faculty role, Greenblatt teaches music pedagogy as well as courses in the "nuts and bolts" of improvisation. As a jazz saxophonist, he has performed and recorded with many well-know jazz artists including George Cables, John Hicks, Rufus Reid, Jimmy Heath, Patience Higgins, and Gene Bertocini over a 35-year career in Seattle and New York. His published research investigates the ways in which the science of Linguistics can elucidate how people learn musical improvisation and how they use improvised music to communicate.

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Course Title: **Citizenship and The Constitution**

Faculty: **Linda Tvrdy**

Contributing School/Department:

Course Subject: **ULEC**

Course Number: **2670**

CRN: **3958**

Schedule: **Wednesday 4-5:20pm**

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2671**

Schedule:

Section A: CRN: 3959	Friday	10-11:20am	TBA Faculty
Section C: CRN: 3961	Thursday	10-11:20am	TBA Faculty
Section D: CRN: 3962	Thursday	2-3:20pm	TBA Faculty

Credits: **3**

In our current political environment the only thing everyone seems to agree on is that the other side is destroying the Constitution. This course investigates how the phrase "We the People" gives meaning to our Constitution in a changing world. We explore the history of the Constitution in American culture and politics, using the writings of historians such as Eric Foner, Akhil Reed Amar and Jill Lepore to give context to historical documents. Throughout American history various interest groups have fought over the meaning of the Constitution, using history to make their arguments. We take a look at two critical areas of constitutional meaning that are hotly contested today: the 14th amendment and its relationship to individual rights, and the Constitution and the national economy. We look at contemporary issues such as gay rights, citizenship, gun control and economic regulation through the cultural and political commentary that exists on television, in film, and on the internet. For the final project students to participate in a Constitutional convention in which they propose amendments to the Constitution. (Breakout discussion sections of 1 hour 20 minutes are each led by a TA from the graduate writing program.)

LINDA TVRDY (J.D., George Washington University; Ph.D. candidate in United States History at Columbia University) has taught at Columbia since 2002 and is a recipient of the Littleton-Griswold Research Grant from the American Historical Association.

Course Title: **Dark Worlds: Noir in Context, 1940-2011**

Faculty: **Noah Isenberg**

Contributing School/Department:

Course Subject: **ULEC**

Course Number: **2680**

CRN: **6734**

Schedule: **Monday (Lecture) 2-3:20pm Sunday (Screening) 6-8:00pm**

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2681**

Schedule:

Section A: CRN: 6735	Monday	4-5:20pm	TBA Faculty
Section B: CRN: 6736	Wednesday	2-3:20pm	TBA Faculty
Section C: CRN: 6737	Thursday	12-1:20pm	TBA Faculty
Section D: CRN: 6738	Friday	12-1:20pm	TBA Faculty

Credits: **3**

The term was first coined in 1946 by a French film critic who, viewing some American films for the first time after World War II—*The Maltese Falcon*, *Double Indemnity*, *Laura*, and *Murder, My Sweet*—focused on their similarities, and labeled what he saw *noir*, or "black." *Noir* thus became the name for a post war cycle of morally ambiguous crime films and the pulp novels that frequently inspired them. Yet with the passage of time, it has become ever clearer that *noir* is not just a

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matter of stylized low-key lighting and cynical gunplay. From our own standpoint, the fearful sensibility of *noir* is as elemental as Greek tragedy. It is as contemporary as the neo-*noir* films of David Lynch, and as deeply rooted in high modernist sensibilities as the plays of Samuel Beckett or the operas of Alban Berg. Today one even hears talk of *noir* fashion, *noir* design, *noir* poetry, *noir* comics. Aided by distinguished guest lecturers from an array of disciplines, this course approaches *noir* with a critical eye toward its numerous iterations, old and new. The course coincides with a university-wide festival on *noir*, in its widest conception, to be held on campus in April 2011.

NOAH ISENBERG (Ph.D., University of California at Berkeley) is Associate Professor of Literary Studies at Eugene Lang College and Associate Professor of Liberal Studies at the New School for Social Research. He is the author, most recently, of the BFI Film Classics monograph on Edgar G. Ulmer's *Detour* (2008) and editor of *Weimar Cinema: An Essential Guide to Classic Films of the Era* (2009). His critical biography, *Edgar G. Ulmer: A Filmmaker in Transit*, is forthcoming from the University of California Press. Other writing of his has appeared in such publications as *Cinema Journal*, *Film Quarterly*, *New German Critique*, *Raritan*, *Salmagundi*, *The Threepenny Review*, *Bookforum*, *The Nation*, *The New Republic* and the *New York Times*.

Course Title: **Design at the Edge: The Ethnography of Design and the Design of Ethnography**
Faculty: **Bruce Nussbaum**
Contributing School/Department: **Parsons / School of Art, Media & Technology**
Course Subject: **ULEC**
Course Number: **2490**
CRN: **4848**
Schedule: **Monday 6-7:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2491**
Schedule:

Section A: CRN: 4849	Tuesday	8-9:20am	TBA Faculty
Section B: CRN: 4850	Tuesday	12-1:20pm	TBA Faculty
Section C: CRN: 4851	Thursday	2-3:20pm	TBA Faculty
Section D: CRN: 4852	Thursday	6-7:20pm	TBA Faculty

Credits: **3**

Today, we live in beta. Major global forces are changing our institutions, our careers and the way we live our lives. The relative rise and fall of nations—Asia and the West, and generations—Gen Y and the Boomers; urbanization; global warming and digitalization of connection and discourse are undermining our existing economic, educational, health and political systems, forcing massive disruptions in our organizations and our own sense of identity.

The locus of solutions in this era of constant flux is Design. When the future lacks visibility, creative Design Thinking can guide us through a world of ambiguity and change. This course will focus on how Design can take us into cultures that are both familiar and foreign and reveal truths and trends that can provide the ideas for new products, services and experiences. It will explain how the package of tools and methods of Ethnography can generate the kind of knowledge that designers can translate into creative solutions, from new sustainable fashions for bike riders in New York City to new forms of drip irrigation for rural Indian villagers; from new FaceBook-based health care practices for doctors in Brooklyn to new online learning for Navajo elementary school children in Arizona; from less expensive university learning in the U.S., to inexpensive transportation for elderly British people in distance towns.

In a series of lectures that will include a global roster of guest speakers and Parsons' own world-famous faculty, we will explore the new space of Design and Ethnography. We will examine global Gen Y youth cultures of China, India, the US, Latin America and Europe; women's cultures; street cultures; urban cultures; and, of course, digital cultures. We will have speakers from top innovation and design consultancies such as IDEO, ZIBA Design, fuseprojects, Continuum, and Smart Design. We will bring in the top trend spotting analysts, from fashion houses to cell phone makers (Nokia). And we will invite young artists to tell their stories—how they see and hear and translate that into their art. Readings will include books, blogs, biographies, websites and videos.

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The course will be a collaboration, not a lecture series. Speakers will interact with the students at each presentation And students will be asked to form small teams to do their own ethnographic research and develop a design brief for something new, exciting and useful.

BRUCE NUSSBAUM (MA, University of Michigan) is Visiting Professor of Innovation and Design. He was, until recently, Assistant Managing Editor for *BusinessWeek*, responsible for coverage of design and innovation. Mr. Nussbaum is founder of the Innovation & Design online channel and *IN: Inside Innovation*, a quarterly innovation magazine. He blogs on NussbaumOnDesign and tweets on innovation on Twitter. Previously, Mr. Nussbaum was editorial page editor for *BusinessWeek*, a position he assumed in February 1993. He is also an essayist and commentator on economic and social issues. Mr. Nussbaum is responsible for starting the magazine's coverage of the annual Industrial Designers Excellence Awards, the BusinessWeek/Architectural Record Awards for architecture, and The World's Most Innovating Companies survey. He leads workshops on design and innovation at the World Economic Forum in Davos, Switzerland. Mr. Nussbaum's cover stories include, "The Power of Design," "How IDEO Is Changing The Way Companies Innovate and Get Creative," and "How To Build Innovative Companies." He is the author of two books: *The World after Oil: the Shifting Axis of Power and Wealth* and *Good Intentions*, an inside look at medical research on AIDS. His essays have appeared in The Best Business Stories of the Year (2002) and The Best American Political Writing (2004.) Mr. Nussbaum has received awards from the Sigma Delta Chi Journalism Society, the Overseas Press Club, and the West Point Society. He has received the Personal Recognition Award from the Industrial Designers Society of America and the Bronze Apple award from the New York Chapter of the IDSA. In 2005, he was given the John F. Nolan Award by the Design Management Institute. In 2005, I.D. magazine named Mr. Nussbaum as one of the forty most influential people in design. In 2008, he was a Finalist in the annual Design Mind Award given by the National Design Museum of Cooper Hewitt. He is a member of the Council on Foreign Relations and taught science to third-graders as a Peace Corps Volunteer in the Philippines. Mr. Nussbaum is a member of the Group Action Council on Design for the World Economic Forum.

Course Title: **Fiction: An Introduction**
Faculty: **Val Vinokur**
Contributing School/Department:
Course Subject: **ULEC**
Course Number: **2560**
CRN: **4237**
Schedule: **Thursday 12-1:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2561**
Schedule:

Section A: CRN: 4238	Monday	2-3:20pm	TBA Faculty
Section B: CRN: 4239	Monday	10-11:20am	TBA Faculty
Section C: CRN: 4240	Tuesday	10-11:20am	TBA Faculty
Section D: CRN: 4241	Tuesday	12-1:20pm	TBA Faculty
Section E: CRN: 5647	Tuesday	2-3:20pm	TBA Faculty
Section F: CRN: 5813	Wednesday	8-9:20am	TBA Faculty
Section G: CRN: 5814	Wednesday	10-11:20am	TBA Faculty

Credits: **3**

This course will feature thirteen short literary texts as approached by different writers and scholars from The New School and beyond. Each lecture will offer an engaging critical approach to a great work of literature, and, taken as a whole, the class will offer a survey of methodologies of reading. Lecturers and topics will include: Stanley Fish on F.M. Ford's *The Good Soldier*, Neil Gordon on James Joyce's "The Dead" and *Oedipus at Colonus*, Daniel Mendelsohn on *Oedipus the King*, Jay Bernstein on *Antigone*, Ann Snitow on Angela Carter's "Ashputtle," Albert Mobilio on Raymond Carver's "What We Talk about When We Talk about Love," and Val Vinokur on Dostoevsky's *Notes from Underground*, Isaac Babel's *Red Cavalry*. Students will meet in smaller discussion sections before each lecture as preparation. A weekly written assignment and revision will constitute the entire graded work of the course. Prospective students should be

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aware that, with the exception of excused absences, attendance at every class and timely completion of every assignment will be a prerequisite to succeeding in this class. Note for Eugene Lang College students: this course satisfies the "Approaches" requirement for all Literary Studies majors.

VAL VINOKUR (Ph.D., Princeton University) is Undergraduate Director/ Assistant Professor of Literary Studies and Director of Jewish Studies. Vinokur has been published in such venues as Common Knowledge, The Boston Review, McSweeney's, The Russian Review, Stanford Slavic Studies, The Massachusetts Review, The Journal of Religion and Society, The Literary Review, New American Writing, Zeek, and 110 Stories. His book, *The Trace of Judaism: Dostoevsky, Babel, Mandelstam, Levinas*, was published by Northwestern University Press in 2008. He is a 2008 recipient of a Guggenheim Fellowship in the field of Translation.

Course Title: **Introduction to Microeconomics**
Faculty: **Theresa Ghillarducci**
Contributing School/Department: **Parsons / School of Art, Media & Technology**
Course Subject: **ULEC**
Course Number: **2030**
CRN: **6920**
Schedule: **Tuesday 10-11:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2031**
Schedule:

Section A: CRN: 6921	Wednesday	10-11:20am	TBA Faculty
Section B: CRN: 6922	Wednesday	12-1:20pm	TBA Faculty
Section C: CRN: 6923	Thursday	10-11:20pm	TBA Faculty
Section D: CRN: 6924	Thursday	12-1:20pm	TBA Faculty
Section E: CRN: 6925	Friday	2-3:20pm	TBA Faculty
Section F: CRN: 6926	Friday	10-11:20am	TBA Faculty
Section G: CRN: 6927	Friday	12-1:20pm	TBA Faculty

Credits: **3**

This course focuses on the principles of microeconomics and their application to the international economy. After analyzing the basic supply and demand characteristics of markets, we turn to a treatment of an analysis of competition and market structure, income distribution, labor markets, innovation in technology and design, market failure, international trade and international capital markets and, finally, economic development.

TERESA GHILARDUCCI (Ph.D. University of California, Berkeley) The Irene and Bernard L. Schwartz Professor of Economic Policy Analysis at the New School for Social Research. Previously, she was a professor of economics at the University of Notre Dame for 25 years, 10 of those years as director of the Higgins Labor Research Center at the University. Her new book, *When I'm 65: The Plot Against Pensions and the Plan to Save Them*, for Princeton University Press (forthcoming 2008), investigates the effect of pension losses on older Americans. Her book, *Labor's Capital: The Economics and Politics of Employer Pensions* (MIT Press), won an Association of American Publishers award in 1992. Ghillarducci has published in numerous journals and testifies frequently before the US Congress.

Course Title: **The Left: Old, New, Future**
Faculty: **Victoria Hattam, Ann Snitow**
Contributing School/Department:
Course Subject: **ULEC**
Course Number: **2330**
CRN: **6740**
Schedule: **Tuesday 12-1:20pm**
Credits: **0**

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Discussion Sections

Course Subject: **ULEC**

Course Number: **2331**

Schedule:

Section A: CRN: 6741	Tuesday	2-3:20pm	TBA Faculty
Section B: CRN: 6742	Wednesday	10-11:20am	TBA Faculty
Section C: CRN: 6743	Thursday	12-1:20pm	TBA Faculty
Section D: CRN: 6744	Friday	10-11:20am	TBA Faculty

Credits: **3**

This course is an exploration of the Left in American politics via shifts from the Old Left through the New Left to contemporary struggles over the meaning of the Left today. The course draws extensively on original documents as well as scholarly analysis from many disciplines. We also explore the cultural dimension of progressive politics throughout.

Particular attention will be paid to the emergence of civil rights/Black power and women's liberation/feminism in the 1960s and to the fate of race and gender politics in the twenty-first century. Since it is the fortieth anniversary of 1968, we will have a special opportunity to reflect on the Sixties and its contested legacies and to attend the many commemorative events scheduled in the city this fall. Throughout the course we will address such questions as: How have political activists' conceptions of "liberation," "domination," and social transformation changed over time? How have disparate political elements been fused into apparently coherent political movements and programs? When did calls for liberation morph into identity claims? What connections and disjunctions link older movements with contemporary efforts to achieve political change now? Where possible we will show documentary videos to give students a feel for changing conceptions of progressive politics in the United States. Although the course focuses primarily on the United States, we welcome students who are interested in social moments and moments of social transformation in other times and locales.

VICTORIA HATTAM (Ph.D., Massachusetts Institute of Technology) is a professor in the Politics Department at New School for Social Research. She has written on class, ethnicity and race in the US. She has been a Visiting Scholar at the Russell Sage Foundation and a Member at the Institute for Advanced Study at Princeton. Recent publications include "Ethnicity and the American Boundaries of Race," *Daedalus* 134, 1 (Winter 2005): 61-69; "Ethnicity: An American Genealogy," in Nancy Foner and George M. Fredrickson, ed., *Not Just Black and White* (2004); and *In the Shadow of Race: Jews Latinos and Race Politics in the United States* (University of Chicago Press, 2007). Currently, Hattam is exploring the visual as a site of political identification and social change.

ANN SNITOW (Ph.D., University of London) was one of the founders of New York Radical Feminists in 1969. She has written seminal articles on feminism, feminist approaches to literature, sex and history, and feminist theory. She is co-editor of *Powers of Desire: The History of Sexuality* and *The Feminist Memoir Project*. She currently works as a feminist activist in East Central Europe and the United States and is co-founder of the Network of East-West Women.

Course Title: **Music in Film**

Faculty: **Ivan Raykoff**

Contributing School/Department:

Course Subject: **ULEC**

Course Number: **2460**

CRN: **6745**

Schedule: **Tuesday 12-1:20pm**

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2461**

Schedule:

Section A: CRN: 6746	Tuesday	2-3:20pm	TBA Faculty
Section B: CRN: 6747	Thursday	12-1:20pm	TBA Faculty
Section C: CRN: 6748	Thursday	6-7:20pm	TBA Faculty
Section D: CRN: 6971	Friday	2-3:20pm	TBA Faculty

Credits: **3**

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This course explores the role of music in cinema, including an overview of the history and techniques of film music. It examines soundtrack music in feature films ranging from the silent era through Hollywood's Golden Age (including genres such as melodrama, noir, musicals, and westerns) to recent productions. The course also covers important aspects of film music theory and terminology, with case studies on structural and interpretive analysis, classical scoring, sound design, and other topics. In addition to weekly reading assignments, students are required to view ten assigned films outside of class.

IVAN RAYKOFF (Ph.D., University of California-San Diego) is Assistant Professor in the Arts Concentration at Eugene Lang College where he teaches courses on music history, music theory, world music, and the intersections between music and the visual arts, including cinema. Raykoff studied piano at the Eastman School of Music and the Liszt Academy in Budapest, Hungary as a Fulbright scholar. He is co-editor of *A Song for Europe: Popular Music and Politics in the Eurovision Song Contest* (Ashgate, 2007), and his articles on film music have appeared in *Piano Roles: Three Hundred Years of Life with the Piano* (Yale University Press, 1999) and online at *ECHO: A Music-Centered Journal*.

Course Title: **Philosophy & Film**

Faculty: **Jay Bernstein**

Contributing School/Department:

Course Subject: **ULEC**

Course Number: **2570**

CRN: **5524**

Schedule: **Tuesday (Lecture) 2-3:20pm Monday (Screening) 6-9:00pm**

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2571**

Schedule:

Section A: CRN: 5526	Tuesday	4-5:20pm	TBA Faculty
Section B: CRN: 5527	Friday	10-11:20am	TBA Faculty
Section C: CRN: 5528	Thursday	10-11:2am	TBA Faculty
Section D: CRN: 5529	Friday	12-1:20pm	TBA Faculty
Section E: CRN: 5648	Thursday	2-3:20pm	TBA Faculty
Section F: CRN: 6914	Friday	2-3:20pm	TBA Faculty

Credits: **3**

Movies interrogate, narrate, and disclose the world, and our modes of inhabiting it in distinctive ways. With the emergence of film during the 20th Century, a new artistic way of encountering the world came into being. Film is (or was until recently) the only major art form still formative for culture as a whole. One could argue as well that film is the only art which possesses an intrinsically democratic form, a form pledged to plural individual lives in an intransigently material world. Doing justice to these large claims and illuminating the power and interest of film's new way of encountering the world is the object of a philosophical analysis of film. A philosophical engagement with film brings to bear on movies traditional questions of aesthetics concerning the nature, value, and judgment of works of art, including, of course, the perennial and disturbing one: how might art matter to humans if its task is not either gathering knowledge or moral instruction? Most basically, why do we care about art at all? Among the general aesthetic issues we will explore are: Is film an art? Are only some films works of art (say, not the Hollywood ones)? What is the relationship between film and photography? How does the possibility of being mechanically reproducible change our understanding of art? Is the role of beauty the same in, say, painting, photography, and film? How does the high art versus popular art distinction play out in film as opposed to, say, painting? And what are we to make of the image character of movies as opposed to their typically narrative structure? Films to be screened for discussion will include contemporary and classic works by directors such as Hitchcock, Scorsese, Fincher, Lang, Altman, Resnais, and Charlie Kaufmann. Among the philosophers we will read are: Plato, Siegfried Kracauer, Walter Benjamin, André Bazin, T.W. Adorno, and Stanley Cavell.

Please note: required weekly meetings for this course include a screening session in addition to the ordinary classroom sessions.

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J.M. BERNSTEIN (Ph.D., University of Edinburgh) is University Distinguished Professor of Philosophy. Bernstein works primarily in the areas of aesthetics and the philosophy of art, ethics, critical theory, and German Idealism. Among his books are: *The Philosophy of the Novel*; *The Fate of Art: Aesthetic Alienation from Kant to Derrida and Adorno*; *Adorno: Disenchantment and Ethics*; *Against Voluptuous Bodies: Late Modernism and the Meaning of Painting*; he edited and wrote the introduction for *Classic and Romantic German Aesthetics*. In all these writings, his goal has been to defend modernism as exemplifying a form of rationality and reason that escapes the reductions of scientific and instrumental rationality. He is currently working on a book on torture and the moral ontology of the body.

Course Title: **Rethinking Sustainable Design**
Faculty: **Cameron Tonkinwise**
Contributing School/Department: **Parsons / School of Art, Media & Technology**
Course Subject: **ULEC**
Course Number: **2340**
CRN: **6727**
Schedule: **Monday 12-1:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2341**
Schedule:

Section A: CRN: 6728	Monday	2-3:20pm	TBA Faculty
Section B: CRN: 6729	Thursday	8-9:20am	TBA Faculty
Section C: CRN: 6730	Thursday	4-5:20pm	TBA Faculty
Section D: CRN: 6731	Friday	10-11:20am	TBA Faculty

Credits: **3**

This course explores what design can, and cannot do, to enhance the sustainability of our societies. The focus of the course is the materials intensity of society: how much stuff we each buy, use and throw away every day. The course examines the extent to which design can be blamed for causing our societies to become so unsustainable, not just in terms of the production of consumer goods, but also in terms of the habits, expectations and infrastructures embedded in each of those goods. The course then investigates the potential and limits of sustainable design, from closed loop economies to service systems of shared goods. Whilst designers can be scientifically, economically and historically naïve, they also have an understanding of humans as socio-technical practitioners that is crucial to the development of more sustainable societies. They also can offer society ways of seeing ecological impacts that are otherwise missed. The lecture course is accompanied by a series of exercises in which students account for their own materials intensity, and then develop ways of redesigning how they live. The assessment tasks therefore combine researching, reading, writing and design propositions.

CAMERON TONKINWISE (Ph.D., University of Sydney), Associate Professor and Associate Dean Sustainability at Parsons The New School for Design. Before coming to The New School, Tonkinwise was the Director of Design Studies at the University of Technology, Sydney, and prior to that, Executive Officer of Change Design, a not-for-profit independent research organization (formerly EcoDesign Foundation). His doctoral research concerned the educational theories of Martin Heidegger and he continues to investigate what the ontological philosophy of Heidegger can teach designers. His current research focuses on 'dematerialization design' -- enhancing societal sustainability by facilitating less materials intense lifestyles through design. This work involves a number of funded research projects exploring service design, design fostering sustainable behavior, and the relation between design and social capital. For example, Tonkinwise is currently researching product sharing, both commercial and non-commercial.

FOREIGN LANGUAGES

Contributing School/Department: **The New School for General Studies / Foreign Languages**

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Foreign Languages at The New School are offered as part of the Undergraduate Degree programs (3-credit language courses) and as part of Adult Education (2- or 4-credit intensive courses). Degree students interested in Arabic, Chinese, French, Italian, Japanese, Latin, or Spanish should, whenever possible, register for 3-credit courses. If the appropriate course is not offered in a 3-credit format, students may register for 2- or 4-credit evening or Saturday classes. Students interested in languages only offered through the Adult Education program may register for these courses. See below for information about the 2- and 4-credit courses in foreign languages.

Placement in the appropriate level:

- Students who have studied a language in high school or college can place themselves in the appropriate level by using the following formula: one year of high school foreign language equals one semester of foreign language study (i.e., one 3-credit course) at the college level. For example, a student who has completed four years of high school French should enroll in French Advanced 1. Students with reason to believe that this formula does not accurately measure their knowledge of a foreign language (e.g., it has been several years since they last studied the language) may petition the Chair of Foreign Languages for alternate placement.
- Students with a score of 4 on an Advanced Placement test in a foreign language should enroll in Advanced Level 1. Students with a 5 on an Advanced Placement test in a foreign language should enroll in either Advanced Level 1 or 2.
- The Chair of Foreign Languages will, upon the recommendation of the instructor, drop students from language classes who should be enrolled in more advanced courses. **Chair of Foreign Languages, Florence Leclerc-Dickler: 64 West 11th Street, Rm 116; leclercf@newschool.edu; 212.229.5600 x3438**

Subject Code	Course No.	Sec.	CRN	Course Title	Credits	Start Date	End Date	D A Y	Begin Time	End Time	Faculty	No. of Sessions
NARB	1102	A	3823	Arabic Intro 2	3	1/25/11	5/12/11	T R	12:00 PM	1:20 PM	Nargis Virani	30
NARB	1104	A	6662	Arabic Intro 4	3	1/25/11	5/12/11	T R	2:00 PM	3:20 PM	Nargis Virani	30
Subject Code	Course No.	Sec.	CRN	Course Title	Credits	Start Date	End Date	D A Y	Begin Time	End Time	Faculty	No. of Sessions
NCHM	1102	A	3824	Chinese Intro 2	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	Lei Ping	30
NCHM	2102	A	6663	Chinese Intermediate 2	3	1/24/11	5/16/11	M W	4:00 PM	5:20 PM	Yan Deng	30
NCHM	3700	A	5651	Contemporary Chinese Cinema	3	1/26/11	5/11/11	W	7:00 PM	9:40 PM	Jia-xuan Zhang	15
Subject Code	Course No.	Sec.	CRN	Course Title	Credits	Start Date	End Date	D A Y	Begin Time	End Time	Faculty	No. of Sessions
NFRN	1102	A	4130	French Intro 2	3	1/24/11	5/16/11	M W	2:00 PM	3:20 PM	TBA	30
NFRN	1102	B	4131	French Intro 2	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	Christine Luneau-Lipton	30
NFRN	1102	C	3825	French Intro 2	3	1/25/11	5/12/11	T R	4:00 PM	5:20 PM	Christine Luneau-Lipton	30
NFRN	1105	A	5505	French for Study Abroad	3	1/24/11	5/16/11	M W	8:00 PM	9:20 PM	Justin Trificana	30
NFRN	2102	A	3826	French Intermediate 2	3	1/25/11	5/12/11	T R	12:00 PM	1:20 PM	Marie-Christine Masse	30
NFRN	3102	A		French Advanced 2: D' Astérix à Zidane	3	1/25/11	5/12/11	T R	4:00 PM	5:20 PM	Marie-Christine Masse	30

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NGRC	1108	A	6679	Biblical Greek	3	1/25/11	5/12/11	T R	12:00 PM	1:20 PM	Rama Chandran Madhu	30
Subject Code	Course No.	Sec.	CRN	Course Title	Credits	Start Date	End Date	D A Y	Begin Time	End Time	Faculty	No. of Sessions
NITL	1102	A	3829	Italian Intro 2	3	1/24/11	5/16/11	M W	2:00 PM	3:20 PM	Caterina Bertolotto	30
NITL	1102	B	6676	Italian Intro 2	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	TBA	30
NITL	2101	A	3830	Italian Intermediate 1	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	TBA	30
NITL	2102	A	5700	Italian Intermediate 2	3	1/25/11	5/12/11	T R	12:00 PM	1:20 PM	TBA	30
Subject Code	Course No.	Sec.	CRN	Course Title	Credits	Start Date	End Date	D A Y	Begin Time	End Time	Faculty	No. of Sessions
NJPN	1100	A	5646	Spoken Japanese 1	3	1/25/11	5/12/11	T R	12:00 PM	1:20 PM	TBA	30
NJPN	1101	A	3928	Japanese Intro 1	3	1/24/11	5/16/11	M W	10:00 AM	11:20 AM	Tomoyo Kamimura	30
NJPN	1101	B	3929	Japanese Intro 1	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	Taeko Horiko	30
NJPN	1102	A	4803	Japanese Intro 2	3	1/24/11	5/16/11	M W	12:00 PM	1:20 PM	Tomoyo Kamimura	30
NJPN	2101	A	3831	Japanese Intermediate 1	3	1/25/11	5/12/11	T R	12:00 PM	1:20 PM	Taeko Horiko	30
NJPN	2102	A	6666	Japanese Intermediate 2	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	TBA	30
NJPN	3700	A		Anime & Beyond: Pop Culture	3	1/24/11	5/16/11	M W	8:00 PM	9:20 PM	Ichiro Kishimoto	30
Subject Code	Course No.	Sec.	CRN	Course Title	Credits	Start Date	End Date	D A Y	Begin Time	End Time	Faculty	No. of Sessions
NLTN	1109	A	6681	Latin: The Aeneid	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	Chandran Rama Madhu	30
Subject Code	Course No.	Sec.	CRN	Course Title	Credits	Start Date	End Date	D A Y	Begin Time	End Time	Faculty	No. of Sessions
NSPN	1102	A	3864	Spanish Intro 2	3	1/24/11	5/16/11	M W	10:00 AM	11:20 AM	TBA	30
NSPN	1102	B	4807	Spanish Intro 2	3	1/25/11	5/12/11	T R	10:00 AM	11:20 AM	Luis Galli	30
NSPN	2102	A	3865	Spanish Intermediate 2	3	1/25/11	5/12/11	T R	12:00 PM	1:20 PM	Luis Galli	30
NSPN	3101	A	5507	Advanced 1: Cine y Cultura Hispana	3	1/24/11	5/16/11	M W	4:00 PM	5:20 PM	Cristina Ross	30

COURSE DESCRIPTIONS FOR 3-CREDIT COURSES LISTED ABOVE:

Arabic

Arabic Introductory 2

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This course is a continuation of Introductory Modern Standard Arabic (MSA) intended for students with a familiarity of the Arabic script, reading and writing. The students will be introduced to basic grammar, Arab culture, basic conversational and writing through real life situations. This course is based on the communicative approach in language teaching and learning. It focuses on the functional usage of the language and on communication in context. At the end of the semester the students will be introduced to the Arabic dictionary.
Prerequisite: One semester of Arabic or the permission of the instructor.

Arabic Introductory 4

This course will be the final installment in the series of courses on introduction to Modern Standard Arabic (MSA). Building on the four language skills: listening, speaking, reading and writing that students have acquired over the earlier semesters, the students will continue to hone their skills through comprehending intermediary level audio and video materials accompanying the textbook. They will be able to discuss these materials in Arabic as well as read and write grammatically correct short paragraphs on a variety of topics with the help of an Arabic dictionary. This course is based on the communicative approach in language teaching and learning. It focuses on the functional usage of the language and on communication in context. **Prerequisite:** three semesters of Arabic or permission of the instructor.

Chinese

Introductory 2

Chinese Introductory 2 is designed for students who have completed Chinese Introductory 1. The course continues to build up vocabulary and sentence patterns in communicative contexts. Students develop their ability to carry out conversations in Chinese on a range of topics. Reading and writing simplified characters will be continued in conjunction with speaking and listening skills. **Prerequisite:** Chinese Intro 1 or permission of the instructor.

Intermediate 2

Chinese Intermediate 2 is designed for students who have completed Chinese Intermediate 1. The goal of this course is to continue to build up level-appropriate vocabulary and sentence patterns in communicative contexts. Students will expand their ability to carry out conversations in Chinese on tasks of everyday life. Reading and writing simplified characters will be developed further in conjunction with speaking and listening skills. **Prerequisite:** Chinese Intermediate 1 or permission of the instructor.

Contemporary Chinese Cinema

This course for advanced-level students is conducted in Mandarin Chinese. We discuss selected Chinese films made from the 1980s to the present. Students view one movie a week outside class. Discussions focus on ways that films illuminate recent Chinese history, politics, and culture, as well as on cinematic techniques and aesthetics. *Prerequisite:* fluency in Mandarin Chinese. **Prerequisite:** Advanced knowledge of Chinese.

French

Introductory 2

After a brief review of material covered in Intro 1, more complex grammatical and syntactical elements are introduced (pronominal verbs, passé composé, imparfait, multiple pronouns etc...). Through in-class interactive exercises, students expand their vocabulary and knowledge of French culture and learn to write short descriptive and narrative texts. **Prerequisite:** French Intro 1, one year of HS French, or permission of the instructor.

Intermediate 2

This is an advanced intermediate course in which students apply and polish their French skills by reading and discussing short literary texts. Further knowledge of the history and culture of French-speaking countries is introduced through films and magazines and subject to individual class presentations. Different grammar topics

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are studied in depth and organization of written compositions is emphasized. **Prerequisite:** French Intermediate 1, three years of HS French, or permission of the instructor.

Advanced 2: D' Astérix à Zidane

In this course, students will explore topics such as French hip hop, media, fashion, sports, food, advertising, and street art from the early twentieth century to today. We will look at heroes and icons of popular France and discuss the status of popular culture vs. French high culture. Selected texts will include songs, films, articles, and excerpts from French sociologists such as Barthes, Bourdieu, and De Certeau. **Prerequisite:** French Intermediate 2, four years of HS French, or permission of the instructor.

(EVENING 3 CREDIT CLASS)

French for Study Abroad

This course is specifically designed for highly motivated students with no or limited knowledge of French who are planning to study abroad and need to speak French in a relatively short time. In 15 weeks, students will acquire the necessary tools to communicate in French across a range of daily situations and activities. While the emphasis is on conversation, students will also develop their listening, reading and writing skills through activities based on their specific interests and needs in preparation for their time abroad.

Greek

Biblical Greek

Greek was the common language of the eastern Mediterranean for a thousand years after Alexander the Great. As a result, the New Testament and the Septuagint, the translation of the Torah in common use, were written in Greek. In this course, students study Greek primarily through these books. As a simple form of Attic Greek, Biblical Greek also provides an excellent introduction to the language of Plato and Homer.

Italian

Introductory 2

Students expand their vocabulary, add to their knowledge of Italian grammar, and develop their conversational skills in an interactive and fun classroom atmosphere. **Prerequisite:** Italian Intro 1 or permission of the instructor.

Intermediate 1

Beginning with a review of basic Italian grammatical structures, this course moves to cover more complex forms. Special attention is paid to developing students' conversational abilities on a wide range of topics in Italian. Students also write short compositions on chosen topics and make oral presentations to the class. **Prerequisite:** Italian Intro 2 or permission of the instructor.

Intermediate 2

This is an advanced intermediate course in which students apply and polish their Italian skills by reading and discussing short literary texts. Further knowledge of the history and culture of Italy is introduced through films and magazines and subject to individual class presentations. Different grammar topics are studied in depth and organization of written compositions is emphasized. **Prerequisite:** Italian Intermediate 1 or permission of the instructor.

Japanese

Spoken Japanese 1

This course is designed to develop a basic understanding of spoken Japanese with an emphasis on correct pronunciation, vocabulary, and applied grammar. A large part of class time will be spent practicing spoken

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Japanese, through the use of various visual materials and frequent oral presentations. The course is open exclusively to beginners who have never taken Japanese before. Since written Japanese will not be covered at all, the course is not appropriate for those with previous Japanese language experience or for those who plan to advance to the next level in the Japanese program at The New School.

Introductory 1

This course is designed to introduce elementary Japanese to students with no previous background in the language. It is aimed at developing basic proficiency in the four language skills: speaking, listening, reading and writing. This course introduces the three Japanese writing systems from the beginning of the semester. Students are required to learn all 46 Hiragana and 46 Katakana, as well as 29 Kanji (Chinese characters). Course covers Chapters 1 through 4 of the textbook *Genki I*.

Introductory 2

This course is designed for students who already have a basic knowledge of Japanese vocabulary and sentence patterns, including Hiragana and Katakana. Students will develop familiarity with Japanese culture by learning communicative contexts and strategies. We will cover Chapters 5 through 8 of *Genki I*. Students are required to learn 57 Kanji (Chinese characters) during the semester. **Prerequisite:** Japanese Intro 1 or equivalent, or permission of the instructor.

Intermediate 1

Intended to enhance and increase proficiency beyond the basic level in the four language skills. Students are expected to have a good command in both Hiragana and Katakana. Students will develop familiarity with Japanese culture in a Japanese-speaking environment. A total of 59 Kanji (Chinese characters) will be introduced during the semester. Intermediate I covers Chapters 9 through 12 of *Genki I*. **Prerequisite:** Japanese Intro 2 or equivalent, or permission of the instructor.

Intermediate 2

Students will acquire complex grammatical constructions, increase vocabulary and Kanji knowledge, and continue to improve their skills in expressing themselves and exchanging information on a wide range of topics. Teaching is conducted in Japanese whenever possible. Students are expected to learn 64 Kanji (Chinese characters) during the semester. We will cover Chapters 13 through 16 of the textbook *Genki II*. **Prerequisite:** Japanese Intermediate 1 or equivalent, or permission of the instructor.

(EVENING 3 CREDIT CLASS)

Anime and Beyond: Contemporary Japanese Pop Culture

Although Japanese Anime has become a phenomenally successful worldwide export, it is only one part of a vibrant media culture in Japan. This course is designed for students with advanced knowledge of Japanese who want to explore contemporary Japanese media culture while improving their conversational abilities in Japanese. Students will view anime, television, and documentary films and analyze them in the context of contemporary Japanese culture and society. The course is conducted in mainly Japanese. **Prerequisite:** Advanced Japanese.

Latin

Latin: The Aeneid

Students at all levels are invited to spend a semester learning and improving their Latin in the study of Virgil's masterpiece. The course is structured as a seminar to allow students to proceed at their own pace while benefiting from the skills and insights of their classmates.

Spanish

Introductory 2

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Review of basic Spanish grammar and introduction of more complex conversational elements. Students expand their vocabulary and knowledge of Spanish and Latin American culture in a classroom setting that enhances and develops communication skills. Students are required to do presentations in Spanish. **Prerequisite:** Spanish Intro I or one year of HS Spanish, or permission of the instructor.

Intermediate 2

This course is designed to advance students toward high intermediate fluency. Students learn useful communicative skills via activities emphasizing oral proficiency, culture and grammar. **Prerequisite:** Spanish Intermediate 1 or three years of HS Spanish, or permission of the instructor.

Advanced 1: Cine y Cultura Hispana

In this course students study several influential films of Spain and Latin America as a springboard toward a broader understanding of modern themes at work in Hispanic society today (immigration and exile; globalization; environmental degradation; marginalized or fringe groups; etc.). Language skills development is an integral part of the course. **Prerequisite:** Intermediate Spanish II or 4 years of high school Spanish, or permission of the instructor.

Continuing Education in Foreign Languages: In addition to the courses listed above, The New School for General Studies offers in its evening and weekend sessions a number of other language courses (2- and 4-credit courses) that, while intended primarily for adult learners, are open to undergraduate degree students under certain conditions. For example, degree students may register for courses in languages or literature/culture that are not taught during the day and are offered only in the evening or weekend sessions. Likewise, students who cannot fit a 3-credit language course into their schedule may, with the permission of the Chair of Foreign Languages, enroll for a 2- or 4-credit course.

- 4-credit "intensives" cover the equivalent of two semesters at the introductory and intermediate levels of courses at the 2-credit level.
- Most 2-credit foreign languages are taught in a six-term course sequence, described as Levels 1 - 6.
- Each level corresponds to one semester of study. Please note the different start and end dates for these courses.
 - Levels 1 and 2 = beginning stages of language learning
 - Levels 3 and 4 = introductory/intermediate stages
 - Levels 5 and 6 = intermediate /advanced stages
- The study of Arabic at the 2-credit level follows a sequence of courses different from the one outlined above.
 - Levels 1 - 4 = introductory stages of language learning
 - Levels 5 and 6 = intermediate stages
 - Levels 7 and 8 = advanced stages

*Students with prior study of a foreign language in high school should consult with the Chair of Foreign Languages concerning placement into the appropriate level.

2- and 4-Credit Courses:

Foreign Language courses offered through Continuing Education meet only once each week (2-credit classes for 1 hour, fifty minutes / 4-credit classes for 3 hours, forty-five minutes). In these courses, it is assumed that students supplement their 2 or 4 hours of class time with independent exposure to the language (through foreign news on the web, videos/films) and do at least 4-6 hours of homework each week. 2- and 4-credit courses are available in the following languages that are not available in the 3-credit format. Students can find the specific CRNs and schedules by using the search function in ALVIN, with the appropriate subject code:

Amharic	=	NAMH
German	=	NGRM
Modern Hebrew	=	NHBW
Nepali	=	NNPL
Portuguese	=	NPRT
Russian	=	NRSN

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Sign Language = NSLN

These courses can also be found on the continuing education website: www.newschool.edu/foreignlanguages
Students who do need to register for a 2- or 4-credit course must be certain to manually make the change from "0" credits to "2" or "4" credits during their web registration. When web-registering, students should ignore the grade mode, which will default to non-credit (and which students have no way to change). The Registration Office will automatically change it to standard letter grade overnight after a student is registered for the course.

INTRODUCTORY COURSES OPEN TO ALL UNDERGRADUATE STUDENTS

ART

Course Title: **Himalayan Art and Culture: Tibet, Newars in Nepal and Tibet**
Faculty: **Adam Swart**
Course Subject: **LARS**
Course Number: **2870**
CRN: **5452**
Schedule: **Monday / Wednesday 4-5:40pm**
Credits: **4**

This course introduces students to aspects of the rich artistic and cultural heritages of Nepal and Tibet. More specifically, the Newars who are the indigenous inhabitants of Nepal's Kathmandu Valley and an ethno-linguistic community known for their skill and mastery in numerous artistic media. This course focuses on the role that these Newar artists played in shaping the artistic and cultural identity of their homeland, for millenia an important crossroads and epicenter of culture, religion, artistic production, and trade. This course also emphasizes the legendary artistic legacy and influence that itinerant Newar artists brought with them to Tibet and the crucial role these Newar artists had in shaping the visual and artistic presence in Central Tibet. Through observation, visual analysis, research, and critical thinking, students learn to distinguish works of art based on their aesthetic style, art historical time period, and religious context. This course includes several field trips to the Rubin Museum of (Himalayan) Art.

ECONOMICS

Course Title: **Environmental Economics**
Faculty: **Thomas O'Donnell**
Course Subject: **LECO**
Course Number: **2050**
CRN: **5950**
Schedule: **Monday / Wednesday 2-3:40pm**
Credits: **4**

This course is an introduction to the field of environmental economics. It covers basic economic theories and explores the role of economic analysis in understanding and valuing the environment. The course also examines the application of economics to environmental problem-solving, including areas such as natural resource management, pollution control, and conservation. Throughout the semester, students will read and discuss diverse case studies of current environmental issues, such as global warming, water pollution, toxics, and energy conservation. The course develops a unified approach to problems of social and economic development, environment, and related policy measures within one analytical framework.

EDUCATION

Course Title: **History of U.S. Education**

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Faculty: **Natalia Mehlman-Petrzela**
Course Subject: **LEDU**
Course Number: **2807**
CRN: **3798**
Schedule: **Monday / Wednesday 12-1:40pm**
Credits: **4**

This course introduces students to the history of education in the United States, exploring the ideologies and theoretical frameworks that have been paramount in different historical periods and the ways they have shaped the social, cultural, economic, and political dimensions of educational institutions in America. One key objective of the course is to provide a historical perspective on the schooling experience of diverse groups of people. This course focuses on issues of power and privilege and the ways that race, class, gender, citizenship/nationality, and sexuality intersect with school policies and practices across historical moments. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this course also furthers an understanding about the multiple purposes of education within democratic nations and its role(s) within our current social and political climate. At course end, students will be able to demonstrate an understanding of the development of American education by explaining key historical conditions and events that have shaped present day educational realities.

ENVIRONMENTAL STUDIES

These courses are part of the University-wide Environmental Studies Program.

(There are additional introductory Environmental Studies courses listed in this document under Interdisciplinary Science.)

*** Courses with subject codes that begin with "U" other than "ULEC" do not satisfy the ULEC requirement.**

Course Title: **Environment and Society**
Faculty: **Richard Karty**
Course Subject: **UENV**
Course Number: **2000**
CRN: **6124**
Schedule: **Tuesday / Thursday 12-1:40pm**
Credits: **4**

The state of the air, water, and soil, climate change, habitat conversion, invasive species, biodiversity decline, deforestation, overfishing, and many other environmental issues are at the core of our most pressing economic, social, political, and human health concerns. This course examines the roots of the modern environmental crisis, reviewing the most current environmental issues and the underlying science for a critical look at how societies have interacted with the natural environment past and present and the requirements for a sustainable future. The course consists of small group discussions, readings, and case studies.

Course Title: **Urban Conservation: Restoration**
Faculty: **Richard Karty**
Course Subject: **UENV**
Course Number: **2026**
CRN: **TBA**
Schedule: **TBA**
Credits: **4**

The restoration of degraded habitats and landscapes lies at the forefront of applied ecosystem science and environmental design. This course explores how diverse sites with impaired ecosystem function – streams, wetlands, brown-fields, coral reefs and more - are restored to improve services such as terrestrial and aquatic habitat, hydrologic regulation, pollutant management, and aesthetic, cultural, and recreational values. Topics include specific methods and techniques of ecological restoration; how the reference states that serve as restoration targets are conceptualized and defined; ecology and management of invasive non-native species and the social and ethical issues around them; theories of ecosystem change, resilience and thresholds; monetization of ecosystem services and its role in ecological restoration; and the historical development of ecological restoration. Field trips include visits to at least two sites with completed restorations or restorations in progress, led by experts involved in the projects. An extensive program of guest speakers will include representatives from the environmental consulting, landscape design, and real estate development sectors; non-profit conservation organizations; governmental environmental agencies, and academic institutions.

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Prerequisites: Environment and Society, one ecology course OR permission from instructor; e-mail KartyR@newschool.edu for permission.

GLOBAL STUDIES

These courses are part of the University-wide Global Studies Program.

* Courses with subject codes that begin with "U" other than "ULEC" do not satisfy the ULEC requirement.

Course Title: **[Dis]Order & [In]Justice**

Faculty: **Jonathan Bach**

Course Subject: **UGLB**

Course Number: **2110**

CRN: **6412**

Schedule: **Thursday 12-2:40pm**

Credits: **3**

Our world is interconnected, this we know--but how did these connections come to be and what are their implications? Are we pawns or players in the global system? Why do the best-laid plans for peace, prosperity, and justice seldom work as we wish despite heroic efforts? What is our responsibility to others and to ourselves? This class explores the "global" by asking about the forms of order and justice that frame our understanding, experience, and interaction with the world. Order is often associated with normalcy and stability, and disorder with exceptional or undesirable situations. We often hear about the promise of "new world orders" and the perils of disorder. But what is normal and exceptional, and for whom, is not as straightforward as it might seem! Connected to our construction of order is the question of justice: does one imply the other? How does the concept of justice take different forms at local, national, and global levels? With an ethnographic eye towards intersection of the global and the local we look at how concepts of order and justice are structured, perceived, measured, and dealt with in practice. The readings, drawn mostly from the social sciences, are meant not to convince us of the rightness of a particular approach but to stimulate our own investigations into the meaning and function of (dis)order and (in)justice in our world today. Students will form small groups to follow specific topics of their choosing (in consultation with the instructor) throughout the course, tracing how questions of order and justice shape, constrain, and enable the relation between the global and the local.

HISTORICAL STUDIES

Course Title: **Modern Mexico: State Formation and National Identity**

Faculty: **Louise Walker**

Course Subject: **LHIS**

Course Number: **2034**

CRN: **6478**

Schedule: **Tuesday / Thursday 4-5:40pm**

Credits: **4**

What is Mexico? What does it mean to be Mexican? Throughout the semester we study how different groups of people have attempted to answer these fundamental and problematic questions. The focus is on connections between state formation and national identity in 19th, 20th and 21st century Mexico. We analyze various attempts to consolidate the Mexican nation-state, from authoritarian dictatorships to revolutionary governments to electoral democracies. These different nation-state projects all depended on arguments about mexicanidad (or 'Mexican-ness'). We examine different notions of mexicanidad, constructed by elites and the popular classes, as well as the conflicts and negotiations that resulted from these different visions of the nation.

Course Title: **Crucible of Modernity: The Caribbean**

Faculty: **Vanessa Mongey**

Course Subject: **LHIS**

Course Number: **2036**

CRN: **6479**

Schedule: **Tuesday / Thursday 8-9:40am**

Credits: **4**

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The Caribbean ranks among the earliest and most completely globalized regions in the world. A broad and open space of exchanges (including the U.S. Gulf Coast and northern Spanish America), the Caribbean region brought together the people of four continents, and its influence was felt across cultural and national boundaries. This course considers the Caribbean region as the crucible for the making of the Atlantic and modern Western World. From the outbreak of the Haitian Revolution to the Cuban-Spanish-American War, the Caribbean was at the heart of nineteenth century struggles for liberation, freedom, and dignity. This region serves as the perfect case-study to explore fundamental questions about the nature of revolutions, subaltern politics, and slave rebellions. This course also explores the literary and artistic representations of these movements.

Course Title: **American Slavery in History and Memory**
Faculty: **April Holm**
Course Subject: **LHIS**
Course Number: **2100**
CRN: **7177**
Schedule: **Monday / Wednesday 8-9:40am**
Credits: **4**

This course investigates both the history of American slavery and how that history has been used and remembered up to the present. The first half of the course will be a survey of American slavery. We will examine how slavery and racism developed alongside freedom in North America, and study the variety of slave experiences in the antebellum United States, the Civil War, and emancipation. The second half of this course will focus on how Americans, black and white, North and South, have remembered the institution of slavery and its abolition following the Civil War, from the 'moonlight and magnolias' myth of plantation life to popular entertainment to the current debate over reparations for slavery. We will examine what is remembered about slavery and how it shapes our understanding of American history and the American experience today.

Course Title: **History, Authority, and Power: From Medieval to Modern**
Faculty: **Neguin Yavari**
Course Subject: **LHIS**
Course Number: **2844**
CRN: **6487**
Schedule: **Monday / Wednesday 10-11:20am**
Credits: **3**

The course introduces students to reading and analyzing primary sources that deal with the interaction between religion and politics. It examines the role of interpretation in attempting to appropriate the past and proposing an agenda for the future. By including texts from a variety of fields and worldviews, the course investigates intellectual commonalities while recognizing cultural differences. We begin with excerpts from Machiavelli, whose deliberations on human nature and the lessons for good governance afforded by the Roman model have had a significant and perennial influence on political thought. We follow this by viewing the Protestant Reformation, and focus on its revolutionary reinterpretation of history and religious authority. We then move on to explore the interplay between history and religion on a different scene with its own vocabulary and perceptions through a selection of several key Islamic texts, and from there to theorists and the reformulation of political thought in the seventeenth and eighteenth centuries, from Luther to Kant. Proceeding to the modern world, we read selections from Hegel, Marx, and Nietzsche. From the twentieth century, we read Weber's *The Protestant Ethic and the Spirit of Capitalism*, and Foucault's *Discipline and Punish*. We end with Eric Foner's interpretive essay on the meaning and significance of freedom in American history and political theology.

Course Title: **Jewish History**
Faculty: **Jeffrey Israel**
Course Subject: **LHIS**
Course Number: **2861**
CRN: **6489**
Schedule: **Tuesday / Thursday 4-5:20pm**
Credits: **3**

This course surveys the history and culture of Jews from Biblical times to the post-World-War II period. Exploring their political, social, and cultural journey through Antiquity, the Middle Ages, and Modernity, this course examines the ways in

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which Jews interacted with and experienced other religious and intellectual systems (Hellenism, Christianity, Islam, the Reformation, the Renaissance, Enlightenment, Socialism, and Nationalism) across the empires and modern states in which they lived. Topics include: Jerusalem and the Judean State in the First and Second Temple periods; the rise of Rabbinic Judaism; the Spanish 'Golden Age' and expulsion; establishment of the ghettos; women's roles in Judaism and Jewish life; emancipation; anti-Semitism; Zionism; migration to the New World. By focusing on the history of one ethnic-religious group (the Jews), students are encouraged to think critically about global phenomena, such as identity, migration, cultural accommodation, and modernization.

Course Title: **Wall Street in Crisis**
Faculty: **Julia Ott**
Course Subject: **LHIS**
Course Number: **2865**
CRN: **6491**
Schedule: **Tuesday / Thursday 2-3:40pm**
Credits: **4**

This course offers a historical perspective on the recent turmoil in the financial markets and current debates over reform. Over the last 30 years, Wall Street assumed a far larger role in the American economy than it ever played before. This course traces the process by which Americans' social and economic well-being came to be managed by the market. Major themes include the critical role of policy, politics, and political ideology in shaping the structure of financial markets, institutions, and practices; enduring debates over the proper relationship between financial markets, the real economy, and the state; the effects of financialization and financial crisis on the distribution of economic power and wealth; the ability of economic crises to catalyze popular insurgency and social change.

INTEGRATED DESIGN

Course Title: **IDC Collab: Urban Practices**
Faculty: **Scott Pobiner**
Course Subject: **PUIC**
Course Number: **2202**
CRN: **5738**
Schedule: **Thursday 12-2:40pm**
Credits: **3**

Play, entertainment and recreation have historically produced some of the most basic dimensions of urban experience in New York City. The idea of urban recreation today, even though in many ways still related to its 20th century beginnings, is much more complex than ever before. Contemporary urbanites' demand for recreation, particularly in relation to urban parks, is on the rise. Today, New York City has over 500 parks, 900 playing fields, over 870 playgrounds, thousands of courts, over 50 municipal swimming pools, numerous skating rinks, and over 12,000 miles of sidewalks. The class will explore the nature of urban play and recreation, particularly in relation to the needs of older teenagers and adults. What will urban recreation look like in the 21st century? What would it mean to rethink urban recreation through play? How can play strategies be used to rethink and (re)choreograph our relationship to public spaces, urban parks and playfields, to foster social relations, to encourage the construction of communities vis-à-vis urban recreation? What role do parks and other green spaces have in supporting urban recreation? Course content will be delivered in both online and physical environments, and will include lectures, reading, discussions and project-based interventions. In working with the New York City Department of Parks and Recreation, as well as with other external partners in real-life situations, students will design a comprehensive vision for the future of urban recreation in NYC, and probe their ideas by designing and prototyping a variety of possible outcomes, from games and installations, to buildings and playgrounds, to portable physical devices, to public policy design, recreation scenarios, forms of economic exchange and entertainment, and to public art.

Course Title: **IDC Collab: Urban Dyeing**
Faculty: **Victoria Marshall**
Course Subject: **PUIC**
Course Number: **2203**
CRN: **5739**

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Schedule: **Friday** **12-2:40pm**

Credits: **3**

Urban Dyeing introduces students to an ongoing project that emerged from a desire that a group of IDp students expressed: to plant plants with a sense of purpose. In this student driven initiative students are encouraged to collaborate and feed off each other's ideas and initiatives and to develop, multiply, diversify or bifurcate from the ongoing project. The class has a very practical and hands on approach. In the first year students created a digital urban design model for river-to-river roof gardens connected by the M14 bus and a novel roof-to-roof circulation strategy. In the second year students built a prototype garden for dye on a New School roof facing 5th Ave as well as in three tree pits on 5th Ave. This summer, a student gardener was paid to care for the garden by the New School Green Fund. A few weeks ago our sister class Natural Dyeing harvested from the garden. Using the Mobile Textile Lab and a partnership with GrowNYC and the Union Square Partnership they will be dyeing and selling hand made products in Union Square Park this fall. Next semester Urban Dyeing will be building a new student garden on the roof of 2W13th as a wild cage for wild students. <http://urbandyeing.blogspot.com/>

Course Title: **IDC Collab: Urban Interventions**

Course Subject: **PUIC**

Course Number: **2300**

Section A: CRN: **5662**

Monday

12-2:40pm

Susan E. Cianciolo

Section B: CRN: **5663**

Thursday

3-5:40pm

Adam T. Brent

Credits: **3**

In this studio, students will investigate possibilities of using the means and methods of public art, street art, urban play and civic activism in order to reframe and critique contemporary notion of urban revitalization and urban beautification. The site for student work will be chosen by the class. Our studio partner will be Art in Odd Places: www.artinoddplaces.org. Students will address issues of community participation, communication, economies of scale, the impact and meaning of messages in the public sphere, particularly in the context of multiple and often alienated audiences. Through both research and art/design responses, student will develop a critical understanding of the visual landscape and roles that social imaginary plays in the complex processes of urban transformation. Students will develop their proposals to a final stage, ready for implementation.

Course Title: **IDC: Colloq: Fashion Media**

Faculty: **TBA**

Course Subject: **PUIC**

Course Number: **2303**

CRN: **5930**

Schedule: **Monday** **6-8:40pm**

Credits: **3**

In this course will offer a combination of seminar and studio. In class students will explore the language and history of magazines, fashion- and art publications in particular, photography, media, communication, marketing and branding. The class will provide context and offer lectures, guest lecturers and small hands on projects. The aim of this class is for students to understand the economic, cultural and social implications of their own work, of professional fashion media practices, and develop radical innovative new strategies aiming at changing the current landscape of both fashion and media.

Course Title: **IDC Ecologies: [Un]Fashion**

Course Subject: **PUIC**

Course Number: **2500**

Section A: CRN: **5664**

Tuesday & Thursday

9-11:40am

Sarah A. Stolwijk

Section B: CRN: **7094**

Monday & Wednesday

12-2:40pm

Faculty TBA

Credits: **4**

Embedded in an understanding of culture, history and place, students in IDC Ecologies: (Un)Fashion will design with the body and their own identity as their principal site of exploration. Questioning their assumptions of fashion, students will expand their definitions of dress, garment, accessory, costume, fashion photography and fashion publications through critical exercises and projects for the body. The exercises and projects will include experimentation and exploration with

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construction, materials, forms, color, and issues of representation; and will be developed through a process of research and making of approximately fifteen (15) garments in fifteen (15) weeks.

Course Title: **IDC Systems: Service and the Self**
Faculty: **TBA**
Course Subject: **PUIC**
Course Number: **2610**
CRN: **5667**
Schedule: **Tuesday / Friday**
Credits: **4**

Services have a significant impact in our everyday lives and in great measure determine the quality of our wellbeing. This course looks at the new challenges facing services that determine personal wellbeing, focusing but not restricted to health care, reintegration, food, ageing. In this course students will be involved with a real life situations and design innovative scenarios for the future of services affecting the individual. The focus of the course will be on the user experience and the quality of the interaction among stakeholders as well as the design of tangible components that define the service experience (space, products, communication elements, events, etc).

Course Title: **IDC Systems: Materials Impacts**
Course Subject: **PUIC**
Course Number: **2620**

Section A: CRN: 5668	Monday & Wednesday	3-5:40pm	Faculty TBA
Section B: CRN: 7209	Friday	9-2:40pm	Faculty TBA

Credits: **4**

Designs hold materials temporarily together, materials that have all come from somewhere or something else and are going somewhere or becoming something else. This course explores those materials flows through the life of designed products and environments and their ecological impacts. It also explores ways of evaluating which materials a design should deploy and how. Students will learn a range of current techniques and tools for evaluating the sustainability of their design directions. The course explores issues of toxicity and pollution, energy and water consumption, and materials intensity with respect weight, volume, time and durability. It focuses on the conflicts and complex consequences that result when this or that material are put together in a design. Students will to design products and environments that are compatible with the fact that all materials are 'on the move' within interdependent systems. Designs will be undertaken in the contexts of eating, moving, working, and entertaining.

INTERDISCIPLINARY SCIENCE

Course Title: **Ecology I: Principles of Ecology**
Faculty: **TBA**
Course Subject: **LSCI**
Course Number: **2050**
CRN: **6602**
Schedule: **Monday / Wednesday** **10-11:40am**
Credits: **4**

Principles of Ecology will focus on the key concepts co-occurring in all ecological systems such as population, community, and ecosystem ecology as well as a focused look at biodiversity, climate change, and habitat conversion. In this context, understanding ecology (how biological organisms interact with each other and their environment) is crucial to understanding how to move towards a more sustainable future. This is a required core course for the Environmental Studies major and will prepare you for other environmental studies courses in the program (see also <http://www.newschool.edu/environmentalstudies/>) This course satisfies the Foundation requirement for the Interdisciplinary Science major. This course is offered every year in the fall.

Course Title: **White Plague**
Faculty: **Laura Palermo**
Course Subject: **LSCI**
Course Number: **2055**

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CRN: **7040**

Schedule: **Monday / Wednesday 2-3:40pm**

Credits: **4**

This course will look at tuberculosis as a social and biological phenomenon that is deeply connected to the arts, politics, immigration policy, and human rights. Students will investigate how attitudes towards tuberculosis have changed over time, from an affliction of the gifted to one of the marginalized. Assignments will review how advances in prevention and treatment have helped reduced rates in some countries while spurring antibiotic resistance in others, and how local and international laws may need to be adjusted to deal with this global epidemic. Readings will include research articles, news, Susan Sontag's *Illness as Metaphor*, and the anniversary edition *The Return of the White Plague* that integrates perspectives from geography, urban studies, epidemiology, and infectious diseases to better understand the current TB epidemic. *Elective for the IS Major and Urban Studies Major.*

Course Title: **Stem Cells and Social Justice**

Faculty: **Katayoun Chamany**

Course Subject: **LSCI**

Course Number: **2060**

CRN: **6603**

Schedule: **Tuesday / Thursday 10-11:40am**

Credits: **4**

The focus in this civic engagement course is stem cell biology and appropriate policies to govern and fund this growing field of research. Though lobbying efforts from many interest groups have become intense and commonplace, many citizens and policy makers feel ill-equipped to understand the biology and the social implications of the techniques and applications of stem cell technologies. The course uses case studies to present opposing views on related subjects: feminist, bioethical, and legal perspectives on the sale of eggs; the moral status of the embryo; medical tourism and the FDA or professional societies roles in industry regulations and safety of clinical trials; the focus on cure rather than social restructuring to incorporate difference (not deficit). Student learning will be assessed through the development of educational media products for outreach initiatives and role-play of various stakeholders in the stem cell debates. Course resources include contemporary books, government and NPO sponsored publications, documentary and science fiction films, and research articles spanning biology, anthropology, and feminist, disability, and race studies. *Offered every spring. Elective for the IS Major and Gender Minor*

Course Title: **Water Quality Lab**

Faculty: **Bhawani Venkataraman**

Course Subject: **LSCI**

Course Number: **2500**

CRN: **6997**

Schedule: **Monday 2-3:15pm and Wednesday 2-5:00pm**

Credits: **4**

Through experiments, the class looks at how water gets contaminated and the identification and quantification of contaminants in water. Experiments include water quality assessment of tap, bottled and local bodies of water, quantification of impurities in water, and water purification processes. This chemical understanding is used to investigate what it takes to deliver clean water to a community from source to tap and appreciate the price of clean water. (This course replaces Chemistry of the Environment). Prerequisites: Chemistry of Life or Chemistry and the Environment or an equivalent undergraduate chemistry course.

Course Title: **Chemistry and the Environment**

Faculty: **Alexey Peshkovsky**

Course Subject: **LSCI**

Course Number: **2502**

CRN: **7183**

Schedule: **Monday / Wednesday 2-3:40pm**

Credits: **4**

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This course serves as an introduction to chemical principles through applications of environmental interest. This course satisfies requirements for the Environmental Studies major. This course does not count towards satisfying requirements for the Interdisciplinary Science major.

Course Title: **From the Rainforest**
Faculty: **Diane Jukofsky**
Course Subject: **LSCI**
Course Number: **2850**
CRN: **5484**
Schedule: **Online**
Credits: **3**

This online course, presented by the New School and the Rainforest Alliance, an international group based in New York, covers the economic, social, and political causes and consequences of the unprecedented destruction of the dense forests that once covered virtually all land in Latin America and the Caribbean between the Tropics of Cancer and Capricorn, an area called the Neotropics. It explores the imaginative, daring, and evolving experiments underway to slow deforestation in the Neotropics and analyzes various solutions. This course does not satisfy any requirement towards completion of the Interdisciplinary Science major.

Course Title: **Health Justice in Action**
Faculty: **Catherine Diamond**
Course Subject: **LSCI**
Course Number: **2905**
CRN: **7185**
Schedule: **Tuesday / Thursday 4-5:20pm**
Credits: **3**

This course will explore basic principles of public health through the lens of health inequity. From asthma to AIDS, health disparities will be explored, searching for the causes in science and society. The course will provide a mixed methods approach that integrates the biological and social determinants of health; draws from urban/food studies and chemistry; and uses data obtained through both quantitative and qualitative methods as it relates to health behavior models. While exploring inequities around the world, in our nation, and in our own city, students will participate in a hands-on civic engagement research experience during which they will come face to face with the health inequities studied in class. Students will be required to dedicate 1.5 hours per week for the internship/ research project in addition to the regularly scheduled course meetings and centers for work include the Building Wellness Health Literacy Program of the I Have a Dream Foundation, the Harlem Children's Zone Health Promotion Learning Lab, and the New School's Peer Health Advocate Program. *Elective for the IS Major, Urban Studies Major, and the Civic Engagement Minor.*

MATHEMATICS

Course Title: **Quantitative Reasoning**
Course Subject: **LMTH**
Course Number: **1950**

Section A: CRN: 5473	Monday & Wednesday	10-11:20am	Marla Sole
Section B: CRN: 5474	Monday & Wednesday	12-1:20pm	Marla Sole
Section C: CRN: 5475	Tuesday & Thursday	10-11:20am	Audrey Nasar
Section D: CRN: 5476	Monday & Wednesday	8-9:20am	Faculty TBA
Section E: CRN: 5477	Friday	9-11:40am	Amy Shui
Section F: CRN: 6054	Monday & Wednesday	8-9:20am	Steven Bollon
Section G: CRN: 6168	Tuesday & Thursday	12-1:20pm	Guilleme Stoffels

Credits: **3**

This course reviews the fundamentals of elementary and intermediate algebra with applications to business and social science. Topics include: using percents, reading and constructing graphs, Venn diagrams, developing quantitative literacy skills, organizing and analyzing data, counting techniques, and elementary probability. Students are also exposed to using

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technology as graphical and computational aids to solving problems. This course does not satisfy any requirements for the Interdisciplinary Science major.

Course Title: **Pre-Calculus**
Faculty: **Audrey Nasar**
Course Subject: **LMTH**
Course Number: **2010**
CRN: **5820**

Schedule: **Tuesday / Thursday** **2-3:20pm**
Credits: **3**

In this course, students review the basic mathematical functions used to model the natural world. Topics may include linear, polynomial, rational, exponential, and logarithmic and trigonometric functions. Emphasis is on the algebraic, graphical, and analytic skills necessary to develop and interpret these models. Technology is also used to assist in visualizing the applications. This course assumes that students are familiar with the basic concepts of college algebra. This course does not satisfy any requirements for the Interdisciplinary Science major.

Course Title: **Statistics**
Course Subject: **LMTH**
Course Number: **2020**

Section A: CRN: 5478	Monday & Wednesday	10-11:20am	Audrey Nasar
Section B: CRN: 5479	Monday & Wednesday	12-1:20pm	Audrey Nasar

Credits: **3**

This course covers techniques used to collect, organize, and present data graphically. Students learn how to calculate measures of center and dispersion, apply probability formulas, calculate confidence intervals, and test hypotheses. This course also provides an introduction to software used to analyze and present statistical information. This course is designed for students in marketing and does not use SPSS, which is commonly employed in psychological studies. If you are a student in Lang, you may wish to check with your department to see if SPSS is required for your field of study. This course does not satisfy any requirements for the Interdisciplinary Science major.

Course Title: **Statistics with SPSS**
Course Subject: **LMTH**
Course Number: **2030**

Section A: CRN: 5408	Monday & Wednesday	2-3:40pm	Robert Canales
Section B: CRN: 7179	Monday & Wednesday	10-11:40am	Robert Canales

Credits: **4**

This course is an introduction to statistics using the software package SPSS. Emphasis is on exploring quantitative data and applying concepts to a range of situations. Topics include descriptive statistics, basic probability, normal distributions, correlation, linear regression, and hypothesis tests. The course combines lectures, discussions, and computer assignments. During the semester, students meet at a computer lab to learn specific software skills. Students are expected to go to the lab on a regular basis to complete homework assignments and explore the functionality of SPSS. This course fulfills the second math requirement or a Foundation level requirement for the IS major and is a requirement for the ES major.

Course Title: **Calculus**
Faculty: **Marla Sole**
Course Subject: **LMTH**
Course Number: **2040**
CRN: **5407**

Schedule: **Monday / Wednesday** **2-3:20pm**
Credits: **3**

This course is an introduction to the study of differential calculus. Topics include limits, continuity, derivatives of algebraic and exponential functions and applications of the derivative to maximization, and related rate problems. The principles of calculus are applied to business and economic problems.

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Course Title: **Math Models in Nature**
Faculty: **Jennifer Wilson**
Course Subject: **LMTH**
Course Number: **2050**
CRN: **5405**
Schedule: **Monday / Wednesday 12-1:40pm**
Credits: **4**

This course combines aspects of quantitative reasoning and mathematical modeling. Quantitative reasoning is the ability to make sense of the numbers that surround us: to find patterns, to estimate, and to create mathematical models that help us make informed decisions. In this course, students learn to use difference equations to describe complex natural phenomena. Using spreadsheets as computational and graphical aids they develop the basic algebraic, computational, graphical, and statistical skills necessary to understand these models, and learn why difference equations are the primary tools in the emerging theories of chaos and complexity. This is a required course for the Interdisciplinary Science Major.

Course Title: **Mathematics of Game Theory**
Faculty: **Jennifer Wilson**
Course Subject: **LMTH**
Course Number: **2101**
CRN: **5392**
Schedule: **Monday / Wednesday 10-11:40am**
Credits: **4**

This fascinating branch of mathematics explores situations in which players must choose among several different actions to achieve the best possible outcome. Originally developed as a tool in economics, game theory is now used in many different fields including politics, psychology, biology, ecology and philosophy, as well as in standard recreational games. This course focuses on the basic ideas of game theory and its applications, including the Prisoner's Dilemma and its relationship to the Cold War, politics and voting structures, evolution, and popular culture. This course satisfies a Foundation requirement in the Interdisciplinary Science major.

Course Title: **Discrete Mathematics**
Faculty: **Jennifer Wilson**
Course Subject: **LMTH**
Course Number: **3101**
CRN: **5391**
Schedule: **Monday 4-6:40pm**
Credits: **3**

This course will be a projects-based introduction to discrete mathematics. We will focus on a number of problems in design and the social sciences including internet searching fair division and the redistricting problem. The mathematical subjects will include properties of integers, set theory, graph theory, recursion, combinatorics, and simple programming. This course satisfies an Intermediate requirement in the Interdisciplinary Science major.

RELIGIOUS STUDIES

Course Title: **Buddhism in NYC**
Faculty: **Michael Sheehy**
Course Subject: **LREL**
Course Number: **2806**
CRN: **6595**
Schedule: **Monday / Wednesday 4-5:40pm**
Credits: **4**

'What did the Buddha teach?' 'How are the Buddha's teachings alive today?' Seeking to address such questions, this course explores the variety of living Buddhist traditions and their representative worlds in the city of New York. Traversing the vast terrain of the various Buddhist traditions and their transplants here in New York City, we give attention to identifying and discussing the multiple forms of Buddhism or the 'Buddhisms,' as they have adapted to multiple cultural

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contexts, both ancient and modern. In doing so, we will study the philosophy and practice of early Indian Buddhism, the Theravada tradition of Southeast Asia (Sri Lanka, Thailand, Burma), the Zen and Pureland traditions of East Asia (China, Korea, Japan), and the Tantric tradition of the Himalaya and Central Asia (Nepal, Tibet, Bhutan). We will discuss how Buddhist doctrines, rituals, myths, texts, artistic and visual media work to shape and be shaped by the cultures that Buddhism encounters, and how contemporary Buddhism in America is taking shape. Course materials will emphasize readings in both classical Buddhist texts in translation and select writings by modern Buddhist authors, videos, and artwork. This course includes 5 sessions at select sites of Buddhism in New York City.

Course Title: **Sufism and Its Dissidents**

Faculty: **Mark Larrimore**

Course Subject: **LREL**

Course Number: **2807**

CRN: **7000**

Schedule: **Friday 9-11:40am**

Credits: **3**

This course explores the history of Sufism and anti-Sufist polemics in the central lands of the Islamic world. Focusing on the decisive period from 1600 to 1750, the course explores the rise of Islamic revivalist movements in the Ottoman Empire, Safavid Persia, and Mughal India and the responses of Turkish, Persian, and Indian Sufis to these revivalist assaults. A critical understanding of trends and events in this confessional conflict offers insight into Sufisms present as well as past. Khioumars Ghereghlou, a distinguished historian of Sufism in the Ottoman and Safavid Empires, will participate in this course.

URBAN STUDIES

These courses are part of the University-wide Urban Studies Program.

Course Title: **Everyday City**

Faculty: **Gabrielle Bendiner-Viani**

Course Subject: **LURB**

Course Number: **2007**

CRN: **6614**

Schedule: **Tuesday / Thursday 10-11:40am**

Credits: **4**

This course examines the everyday experience of dwelling in the city. Students consider the home both as a physical and experiential place, intersected and constituted by a great variety of meanings. They consider two basic perspectives on imagining residential spaces. First, we address the psychology of human environment and its specific relationship to this most intimate of spaces through literature on dwelling and belonging, migration, exclusion and the myriad ways by which people turn houses into homes. Simultaneously we consider the perspective of planning and design, and how, over time, architects have imagined new meanings of public and private life through the physical form of the house. Going beyond the text, we look at visual representations of all kinds—from popular media to architects' renderings. To integrate the psychological and design dimensions, students investigate New York's physical and social fabric to explore a wide variety of ways in which the home is imagined in the urban context.

Course Title: **Urban Toolbox**

Faculty: **Robert Von Mahs**

Course Subject: **LURB**

Course Number: **2013**

CRN: **6998**

Schedule: **Thursday 9-11:40am**

Credits: **4**

Having discussed the issues and problems facing cities in other courses, students now learn in-depth analysis of those issues and pose informed policy solutions. They perform a comprehensive neighborhood assessment using ethnographic, observational, and statistical methods, investigating who lives and works in the area and whether the community's needs are being met. Topics include the socioeconomic characteristics of the residents; the businesses located in the area; whether there is enough affordable housing; the physical characteristics of the environment; and the level of infant

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mortality. Data used includes the decennial Census, the New York City Housing Vacancy Survey, and other sources, and students' first-hand data collected through neighborhood visits. This is a Core course in Urban Studies.

INTERMEDIATE COURSES OPEN TO ALL UNDERGRADUATE STUDENTS

(These courses may assume prior knowledge of the subject matter and/or successful completion of (an)other course(s).)

ECONOMICS

Course Title: **Intermediate Macroeconomics**
Faculty: **Edward Nell**
Course Subject: **LECO**
Course Number: **3877**
CRN: **3814**
Schedule: **Tuesday / Thursday** **12-1:40pm**
Credits: **4**

This course begins by laying out the basic theoretical approaches of three major schools of economic thought. It then provides detailed empirical evidence on recurrent long-term patterns in economic growth, unemployment, and inflation, before moving on to consider how the various schools attempt to explain them theoretically. At the heart of this enterprise is the following question: given that capitalism is a social system in which economic outcomes are rooted in a constantly evolving mixture of institutions and interests, how does it also manage to generate strong economic patterns that repeat over long periods of time? Course credit requires a paper whose topic must be worked out in conjunction with the instructor. This is a ULS course, taught through Lang. It is open to students across the university.

EDUCATION

Course Title: **Learning in Museums**
Faculty: **Marcos Stafne**
Course Subject: **LEDU**
Course Number: **3570**
CRN: **5438**
Schedule: **Friday** **12-2:40pm**
Credits: **4**

This course examines how people learn in museums, and how museum educators use different strategies for interpretation and teaching on gallery floors and in classrooms. Students visit some of the many museums of New York City to examine the role of education in relation to their mission. Topics include: informal learning environments, understanding the museum experience, the role of education in museums, multiple strategies for interpretation and teaching with collections, connecting galleries to the classroom, and researching evidence of museum learning. The Rubin Museum of Art, a museum dedicated to the art and culture of the Himalayas, serves as a laboratory for observation, lesson planning, teaching, and evaluation in museums.

ENVIRONMENTAL STUDIES

These courses are part of the University-wide Environmental Studies Program.

Course Title: **Advanced Energy Systems**
Faculty: **TBA**
Course Subject: **UENV**
Course Number: **3700**
CRN: **TBA**
Schedule: **TBA**
Credits: **4**
Description of course coming later

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Course Title: **Environment, Society, and Public Policy**
Faculty: **TBA**
Course Subject: **UENV**
Course Number: **3410**
CRN: **TBA**
Schedule: **TBA**
Credits: **4**

This course will explore relationships between urban food production and social activism. As a class, we will review various types of urban agriculture and motivations for engaging in food production in cities. We will then consider links between urban agriculture and contemporary social movements for urban sustainability and justice (e.g., green jobs, food justice, urban greening). Throughout the semester we will also explore our own positionality as university-based stakeholders in the local urban food system. The course will include guest lectures and field trips, as well as participation in a community project.

GLOBAL STUDIES

These courses are part of the University-wide Global Studies Program.

*** Courses with subject codes that begin with "U" other than "ULEC" do not satisfy the ULEC requirement.**

Course Title: **Living on the Edge**
Faculty: **Alia Nankoe**
Course Subject: **UGLB**
Course Number: **3910**
CRN: **6414**
Schedule: **Friday 12-2:40pm**
Credits: **3**

Almost three billion people survive on less than two dollars a day, about a third of whom on less than a dollar a day. This number implies a reality of struggle that means having to walk far distances to access basic needs, such as firewood and fuel on roads that are not always safe, especially in situations of war and displacement. It implies that the health structure is such that instead of an ambulance, people have to take donkey-pulled carts on dirt roads to the nearest health center. These figures imply that learning to read is a luxury, which restricts access to basic knowledge, including how HIV is spread. Given this reality, it is no surprise that every minute a woman dies somewhere in pregnancy or childbirth. It is also no surprise that every day 6,000 people are killed by HIV/ AIDS, and another 8,200 become infected with the virus.

Course Title: **Immigration**
Faculty: **Robert Von Mahs**
Course Subject: **UGLB**
Course Number: **3911**
CRN: **7154**
Schedule: **Tuesday 4-5:50pm**
Credits: **3**

This research-intensive undergraduate seminar seeks to expose students with interest in global and urban studies to research methods used to examine immigration in New York City. Working in small groups, students develop a coherent research proposal on a topic of their choice related to immigration and urban change in New York City. Students learn to conceptualize and operationalize their research and present it to a range of audiences. The course fulfills the methodology requirements of Global Studies majors and is open to any student with interest in immigration and in developing research and analytical skills.

Course Title: **Peoples, Places and Encounters [PPE]**
Faculty: **Jonathan Bach**
Course Subject: **UGLB**
Course Number: **4310**
CRN: **7158**

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Schedule: **Tuesday 6-7:50pm**

Credits: **3**

Twenty years ago Soviet communism disappeared in a mad rush as borders opened, dictators tumbled, capitalism rushed in, and lives turned upside down. What remains after two decades from this unprecedented social experiment? This class examines the traces of state socialism in the present, specifically the political and social implications of its material culture. Among the questions it raises are: How does the post-socialist present invoke and appropriate the socialist past? How do socialist buildings, objects, and art become vested with new social meanings and symbolic powers? What happens to the signs and symbols of socialism when they are de-contextualized and re-contextualized in the context of a capitalist consumer society? Why do material legacies become a privileged site for controversies over the role of democracy, identity, gender and autonomy? Over the semester we will trace the lives of socialist-era objects through four areas where the past reappears today: in consumption (commodification of the past and nostalgia for communism), in the museum (the question of "proper" treatment of objects of everyday life), in the city (heritage and preservation of buildings, monuments, and urban planning), and in art (symbolic re-assessments and re-assignments). The class will focus on the case of former East Germany, with comparative examples drawn widely from countries of the former Soviet bloc. Students will be able to choose their own research topic. The course is at once an investigation into the contemporary post-socialism condition, an inquiry into the role of capitalist modes of consumption in structuring a usable past, an exploration of the phenomenon of nostalgia for communism, and an ethnographic look at the politics of everyday life.

Course Title: **Masculinity in Asia**

Faculty: **Yumiko Mikanagi**

Course Subject: **UGLB**

Course Number: **3313**

CRN: **7156**

Schedule: **Tuesday 4-5:50pm**

Credits: **3**

Is masculinity about violence? Aggression? Militarization? Feminists and social theorists have explored these linkages, and some believe that these qualities are what define masculinity in our culture. However, as the construction of gender varies across time and space and in many cultures, the relationship between masculinity and violence/war/militarization is not as simple as it appears. We will study various aspects of masculinities in Asia through readings of secondary sources in contemporary and historical studies of masculinities in various Asian cultures as well as our exploration of the representation of men and masculinities in primary sources, such as literature and other cultural materials such as films and popular magazines. Our study of masculinity in Asian cultures, will allows us to hone in on the category of gender as both a global and a local phenomenon.

Course Title: **Public International Law**

Faculty: **TBA**

Course Subject: **UGLB**

Course Number: **3515**

CRN: **TBA**

Schedule: **TBA**

Credits: **3**

This course is designed as an introduction to the basic concepts and principles of public international law. The object is to enable students to recognize the legal dimensions of state policy and foreign relations acts. Taking an overview approach to a wide body of material, the course aims to give students an understanding of fundamental concepts, including the consensual nature of international rule-making, the existence of affirmative obligations on States to act or refrain from acting in certain ways, key institutional structures supporting implementation of the rules, the consequences of abrogation of the rules, and the interplay between international and municipal law. The later part of the semester will consider special topics in international law, with heavy emphasis on contemporary examples of State practice (mostly in the United States).

Course Title: **Citezenship: A Historical and Political Survey**

Faculty: **Carlos Forment**

Course Subject: **UGLB**

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Course Number: **3514**

CRN: **7157**

Schedule: **Wednesday 6-7:50pm**

Credits: **3**

The very meaning of the term, citizenship, like so many other political concepts central to modern democratic life, has been construed differently at different historical moments by writers identified with alternative political traditions. This course examines both the historical trajectory (Classical, Medieval, Modern, Welfare, and Globalization) and political interpretations (Liberal, Radical, Communitarian, Republican) of citizenship, and how they have shaped each other. Although we review some of the formal elements that have been attributed to the notion of citizenship—such as the entitlements accruing from rights and duties; civic universalism versus ethnic particularism; the tension between group and individual rights; and notions of negative and positive liberty—the bulk of the readings focus on the mutually constitutive and changing relationship between forms of citizenship and democratic life.

Course Title: **Present Pasts: The Rise of Global Memory Politics**

Faculty: **Benjamin Nienass**

Course Subject: **UGLB**

Course Number: **3512**

CRN: **6413**

Schedule: **Monday / Wednesday 10-11:40am**

Credits: **4**

The past is an important resource in and subject of political struggles. Attempts to do justice to the past and to create or dispute commonly shared narratives of past events are at the heart of politics, not just in transitional societies. When we think of the term memory politics we often instantaneously refer to the realm of the nation-state. The 'invention of traditions', the endeavor of creating images of a continuous national subject through time as well as the nation-state's prerogative to deal with 'its crimes' in its own jurisdiction are at once a means of control and a source of solidarity and legitimacy. While the nation-state remains an important locus for memory politics, we would miss many of the important dynamics of the contests about the past by bracketing out the transnational and international processes involved in shaping political responses to the claims of memory. After an introduction to the key theoretical debates, this course traces these transnational processes from post-war Europe, through the Cold War to the 'memory boom' of the 90s with its focus on transitional justice and finally to current debates on human rights, extradition, and reparations. We will also look at specific memory debates pertaining to New York (e.g. the WTC memorial) and how they are embedded in transnational processes. How do all of these developments challenge the synergy between memory and the nation-state, how do politics of memory contribute to notions of international justice and human rights, and how does an emerging common symbolism link polities across the globe? These are the questions this course addresses through theoretical and empirical literature as well as through original research projects conducted by the students.

HISTORICAL STUDIES

Course Title: **Histories of the Subject**

Faculty: **Benjamin Wurgaft**

Course Subject: **LHIS**

Course Number: **3023**

CRN: **7021**

Schedule: **Tuesday / Thursday 8-9:40am**

Credits: **4**

Through a semester of readings and discussions this course provides an introduction to modern European intellectual history, focusing on the concept of 'the subject' as treated in humanist, anti-humanist and trans-humanist thought from the late 19th century to the early 21st. The course is divided into six thematic units: 'the Revolt against Positivism,' 'Psychoanalysis and Society,' 'Modernity, Social Thought and Western Marxism,' 'Existentialism in Germany and France,' 'The Fragile Subject: Structuralism and Post-Structuralism,' and 'The Infinite Subject: Transhumanism and Post-Humanism.' Throughout the course we will attend closely to the way philosophers, artists, social scientists and theologians have described the human subject against a background of modernization, war, social transformation and technological change. The course will emphasize the close reading of some of the key texts of 20th century European

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intellectual history, and should provide a strong foundation for students interested in further work in critical theory, political theory and continental philosophy.

Course Title: **History and Memory on the Lower East Side**
Faculty: **Anne Polland**
Course Subject: **LHIS**
Course Number: **3103**
CRN: **6497**
Schedule: **Monday 4-5:40pm**
Credits: **2**

At the turn of the 20th century, New York's Lower East Side was the largest Jewish city, home to 10% of World Jewry. This seminar examines the rich cultural, political, religious, and social life of the East European Jewish encounter with New York City through an analysis of the historical literature and artifacts-tenement apartments, newspaper buildings, and synagogues-that remain. The class will be held at The Tenement Museum at 91 Orchard Street, corner of Broome Street. The closest subway is the F train at Essex/Delancey or B/D to Grand.

Course Title: **Web of Rights**
Faculty: **Kathleen Hulser**
Course Subject: **LHIS**
Course Number: **3120**
CRN: **6508**
Schedule: **Friday 12-2:40pm**
Credits: **4**

Students will be organized in teams to work on researching and preparing a website to go with a new Civil Rights Gallery planned for the New-York Historical Society upon its re-opening in fall 2011. The research will require investigation of resources around the city, including, of course the extensive New-York Historical Society collections, New York Public Library, the Schomburg Black History Collection and many other public and private resources. The Civil Rights gallery will feature changing exhibitions, and its website complement will offer portals into the evolution of human rights concerns.

INTEGRATED DESIGN

Course Title: **IDC Networks: Service City**
Faculty: **Lara Penin**
Course Subject: **PUIC**
Course Number: **3610**
CRN: **6984**
Schedule: **Monday / Wednesday 3-5:40pm**
Credits: **4**

In this course, services will be explored within a specific territory (neighborhood) under the notion of a place-based ecology. Services will be understood as support systems for community engagement in the active transformation of its own surroundings. The concept of community is enlarged to residents, businesses, public administration, community-based groups, etc. We will focus on public or quasi-public areas that are currently not considered appropriate for social encounters or conviviality, because they are either idle/abandoned, have high levels of insecurity, are saturated by constant flux of people or vehicles, or other. In these particular "problematic" places, students will investigate the existing constituencies, analyze the multiplicity of actors, identify latent demands and design consistent services that contribute to the *dynamization* of the city.

Course Title: **SDS Projects: Urban Community**
Course Subject: **PUIC**
Course Number: **3700**

Section A: CRN: **5680**
Section B: CRN: **7098**

Friday
Thursday

9-2:40pm
9-2:40pm

Alison Mears
Faculty TBA

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Section C: CRN: **7099**

Tuesday

12-2:40pm

Daniel Hill

Credits: **3**

The Urban Communities studio is a collaborative project with Milano, and a community group in Washington DC. A team of students will partner with a carefully selected non profit partner on projects that support the non profit's mission. Students will work to develop creative design ideas in collaboration with Milano students who interrogate policy and financial models. The design explorations will be wide ranging and look to engage with the idea of the Parson's Solar Decathlon's broad proposal to explore the whole life proposal. The premise of SDS Projects is to confront complex issues (for example: explore community, investigate the intersection of design and public health issues, support information and graphic design in pursuit of the public good, extend and strengthen the concept of a civil society) and propose design solutions. Specific outcomes will be based on the client and projects they identify in conversation with the group. Ideas around low cost, replicable and sustainable housing models, on clearly identified sites, and in support of the solar decathlon will be of particular interest. Multiple proposals will be explored.

Course Title: **IDC Collab: Designing Development**

Faculty: **Cynthia Lawson**

Course Subject: **PUIC**

Course Number: **4001**

CRN: **5933**

Schedule: **Thursday 6-8:40pm**

Credits: **3**

This unique, interdisciplinary course will offer students the opportunity to gain an understanding of key concepts and skills essential to become global consultants for small business enterprises focusing on women's empowerment and community development through design. The course will prepare students to support artisan or other community groups by developing sustainable business models through needs-based capacity building, product and project design and development, and by establishing networks of collaboration. During the first half of the course students will examine and practice skills in the areas of rural economic development, microcredit and microfinance, business, marketing, media communication and documentation, design of products as well as community development models, and workshop facilitation in informal settings. We will also look at case studies of artisan groups exploring the possibilities of using design as a tool for development. In the second half of the semester students will prototype a model in which they put into practice everything they have learned – testing and enacting the thoughts, assumptions, and ideas that have been generated in the first half of the semester. In summer, students may travel to Guatemala (or another project location) for the month of June/July to work directly with groups of artisan women.

Course Title: **IDC Lab: Book and Exhibition Design**

Faculty: **Urshula Barbour**

Course Subject: **PUIC**

Course Number: **4101**

CRN: **5676**

Schedule: **Wednesday 12-2:40pm**

Credits: **2**

This Lab will require students to utilize all of the ideas, knowledge and materials (writings, drawings, diagrams, photographs, video, interviews, etc.) made during their Area of Study Core studio and Lab sequence in order to create a final public representation and/ or a portfolio book that will represent the student's work as an integrative designer. Students will begin by identifying the information and materials necessary to represent themselves to the world, and then determine the role that the form of media/medium will play in relation to the presentation of their work. They will evaluate which materials warrant inclusion in the event/book, and thereby acquire editorial skills. By researching different ways of storytelling and responding to examples provided in class, students will identify new ways of framing and presenting relevant aspects of their projects.

INTERDISCIPLINARY SCIENCE

Course Title: **Methods of Scientific Inquiry**

Faculty: **Bhawani Venkataraman**

Course Subject: **LSCI**

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Course Number: **3020**

CRN: **5356**

Schedule: **Monday / Wednesday 10-11:40am**

Credits: **4**

This course is designed to introduce students to the process and methods of scientific inquiry. Students will apply this understanding toward defining a focused research question that will be investigated over the course of this semester. Students will conduct a literature review, design an approach to investigate their research question, organize and analyze data, and synthesize this research into a paper and oral presentation. Students will also review a variety of ways to present information (posters, papers, oral presentations) as well as presenting research in these formats. Through in class discussions, reflections and a peer review process the course aims to address common stumbling blocks in conducting research such as: defining a focused research question; learning how to conduct effective searches, organizing bibliographic sources, identifying relevant literature; reading and analyzing the literature, gathering data to address the research question, and putting all this effort together towards writing and presenting the research. This is a required course for IS majors and must be taken in the junior year.

Course Title: **Ecologies of the Urban:Lab**

Faculty: **P. Timon McPhearson**

Course Subject: **LSCI**

Course Number: **3025**

CRN: **5735**

Schedule: **Tuesday / Thursday 2-3:40pm**

Credits: **4**

This laboratory and field-based course teaches ecological research methodologies including experimental design and analysis in a laboratory setting while also making regular examinations of an ecological field study in a metropolitan site. Because ecological science is interdisciplinary and urban ecology even more so, this course links physical science with social science by taking the laboratory outside. In this non-traditional laboratory course, students design a meaningful research project using proven microcosm scale designs to build multi-trophic ecological communities to test prominent ecological theory. The laboratory basis for the course is complemented by using NYC as an external laboratory. Students gain an in-depth look at ecological field experimentation and observation in a highly socialized field location, small urban parks in New York City. A major goal is to help students gain comfort with science as a process, with ecology as a science, and with examining ecological systems in the unique framework of a metropolitan city. This is a core course for the Environmental Studies major. (See <http://www.newschool.edu/environmentalstudies/>). This course also satisfies the Intermediate requirement or Lab requirement for the Interdisciplinary Science major.

Course Title: **Space, Time & Einstein**

Faculty: **David Morgan**

Course Subject: **LSCI**

Course Number: **3035**

CRN: **6607**

Schedule: **Tuesday / Thursday 2-3:40pm**

Credits: **4**

This class examines both the special and general theories of relativity, from the mathematical foundations of the theories themselves to their more fanciful implications for things like black holes, time travel, and warp drives. As we progress, we attempt not only to understand the implications of relativity, but to understand the theory's origin and the historical motivation for its invention. We also spend some time exploring the figure of Einstein as a scientist and as an enduring icon of 'genius'. This course satisfies the Intermediate requirement for the Interdisciplinary Science major and is offered in the spring.

Course Title: **Cell Biology**

Faculty: **Laura Palermo**

Course Subject: **LSCI**

Course Number: **3037**

CRN: **7039**

Schedule: **Monday / Wednesday 12-1:20pm**

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Credits: **3**

In this course students will learn about how a cell reacts to its environment and decides to live, grow, attack, move, become specialized, cooperate to form tissues, or commit suicide. Topics will include the complex ways that biological processes occur inside a healthy cell and how these processes change when cells are infected, mutated, damaged, or exposed to drugs. Special focus will be placed on experimental approaches taken to elucidate biological principles and primary literature focused on stem cells, botulinum toxin, HPV, and energy pathways. Students will gain a comprehensive understanding of the architecture and function of living cells and the approaches taken by the scientific community to fight and prevent diseases using findings from basic scientific research. *The prerequisite for this course is Genes, Environment, and Behavior or one college level biology course. Intermediate Level course for IS Major.*

Course Title: **Imaging Life**

Faculty: **TBA**

Course Subject: **LSCI**

Course Number: **3045**

CRN: **7184**

Schedule: **Wednesday 6-8:40pm**

Credits: **3**

This course introduces students to various imaging techniques used in modern biology, through the close reading of primary biological research articles. Students will re-conceptualize the image, both in biology and art, as a learning tool indispensable to our collective human experience. From the earliest days of microscopy, pictures and images have been critical in our evolving understanding of the mechanisms of life. This course will examine biological images, how they are taken, and what they have taught us about form and function in the life sciences. Students will read primary literature, including both historic articles and recent advancements in imaging technology. Through practical labs, students will have the opportunity to create novel biological images. We will also examine the cross section between biological imaging and the fine art worlds. *The prerequisite for this course is Genes, Environment, and Behavior or one college level biology course. Intermediate Level course for IS Major.*

Course Title: **Ecology II:Urban Ecosystems**

Faculty: **P. Timon McPhearson**

Course Subject: **LSCI**

Course Number: **3050**

CRN: **5353**

Schedule: **Tuesday / Thursday 10-11:40am**

Credits: **4**

The study of urban ecology provides an important interdisciplinary approach to understanding our environment by integrating biophysical and socio-economic forces (e.g., biology, economics, public policy) to understand, predict, and manage the emergent phenomena we call cities. As cities become the dominant living environment for humans, there is growing concern about how to make such places more habitable, healthy and safe, more ecological, and more equitable. Most people living in urban cities are unaware of the connection between their livelihood, quality of life and their dependence on the processes and cycles of the natural world. And yet all cities survive by importing natural resources and exporting wastes. In this context, understanding urban ecosystem from a predominantly ecological perspective is crucial to understanding how to move towards a more sustainable future. This class will examine the most up to date science of the city by reading and discussing in a seminar setting studies of urban ecosystems. This is a required core course for the Environmental Studies major (see also <http://www.newschool.edu/environmentalstudies/>). This course also satisfies the Intermediate requirement for the Interdisciplinary Science major.

RELIGIOUS STUDIES

Course Title: **Tibetan Buddhist Tantra**

Faculty: **Michael Sheehy**

Course Subject: **LREL**

Course Number: **3048**

CRN: **6948**

Schedule: **Friday 12-2:40pm**

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Credits: **3**

Exploring the development and assimilation of Buddhism in Tibet, this course gives attention to the ritual, visual, literary, and meditative aspects of tantra. We will examine central themes related to tantric Buddhist thought and practice including the nature of consciousness, sex and erotic imagery, death and the afterlife, guru and deity yoga, demons and emotions, emptiness and ecstasy. Particular attention will be given to Tibetan Buddhist understandings of tantra as texts and tantra as technologies for interior transformation. Course materials will draw from tantric art, meditation manuals, poetry, history, and popular mythology. This course is in conjunction with the Rubin Museum of Art and will include 5 class sessions on the gallery floors.

Course Title: **Philosophy and Politics**

Faculty: **Jeffrey Israel**

Course Subject: **LREL**

Course Number: **3066**

CRN: **6600**

Schedule: **Monday / Wednesday 4-5:40pm**

Credits: **4**

This is a course on the philosophical foundations of modern Jewish politics. It will begin with a survey of contemporary arguments for and against Zionism, Jewish Liberalism and Jewish Conservatism. Then, in a flashback, the course will proceed to uncover the philosophical and ideological precursors to these contemporary arguments. The flashback will start with Baruch Spinoza's Theological-Political Treatise and proceed through works by Moses Mendelssohn, Hermann Cohen, Micha Yosef Berdichevski, Moses Hess, Theodore Herzl, Simon Dubnow, Ahad Ha'am, Franz Kafka, Martin Buber, Hannah Arendt, Abraham Joshua Heschel, Leo Strauss, and others. Along with earlier versions of contemporary positions, arguments will emerge for Jewish Socialism, Nietzschean Jewishness, Autonomism, the Jewishness of modern alienation, and more. Analysis of each of these views will focus on the following questions: what does it mean to be Jewish according to this view? What is the relationship between Jewishness and the justification of political claims in this view? What, other than recourse to something about Jewishness, might justify the political claims made by this view? Should Jews and/or non-Jews endorse this view? At the end of the course students will revisit the contemporary arguments surveyed at the beginning of the course and assess them according to their enriched perspective on the possibilities of Jewish politics.

Course Title: **Life in the Cosmos**

Faculty: **David Morgan**

Course Subject: **LREL**

Course Number: **2035**

CRN: **6601**

Schedule: **Tuesday / Thursday 10-11:20am**

Credits: **3**

It is easy to dismiss the discussion of extraterrestrial life as a topic best suited to science fiction movies and UFO conspiracy theorists. But the question of 'Are we alone?' is one of the most important and profound in all of science, and we are just now beginning to develop the tools to allow us to search for an answer. Astronomers are discovering extrasolar planetary systems by the dozens. Chemists are beginning to unlock secrets of how life began on our own planet. And biologists studying 'extremophiles' on Earth have broadened our definition of what sorts of environments are suitable for life. In this course, students apply the tools of physics, chemistry, biology, and astronomy to explore the current state of the search for life - both within our solar system and beyond. This course satisfies the Foundation requirement for the Interdisciplinary Science major.

URBAN STUDIES

These courses are part of the University-wide Urban Studies Program.

Course Title: **Engaging Urban Homelessness**

Faculty: **Robert Von Mahs**

Course Subject: **LURB**

Course Number: **3003**

CRN: **4230**

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Schedule: **Tuesday / Thursday** **12-1:40pm**

Credits: **4**

In this course, we study the multifaceted problem of urban homelessness through service learning, which involves working with homeless service and advocacy organizations in New York City. Such field experiences will be complemented by discussion of the nature, extent, and causes of, as well as societal and policy responses to, homelessness in regular classroom sessions. Students volunteer with one of three New York City-based homeless service and advocacy organizations-the Coalition for the Homeless, Picture the Homeless, and Women in Need-performing assigned tasks (student schedules can be accommodated and evening volunteer opportunities are available). The course challenges common stereotypes about homeless people, promotes understanding of the challenges and constraints homeless service providers face, and helps us think about the problems in creative, innovative, and unconventional ways.

Course Title: **Community Organizing**

Faculty: **Laura Liu**

Course Subject: **LURB**

Course Number: **3010**

CRN: **5733**

Schedule: **Monday / Wednesday** **12-1:40pm**

Credits: **4**

This course explores the theory and practice of community organizing with a focus on understanding and implementing critical qualitative methodologies. It examines theories of social action and political organizing and their relationship with political-economy and identity. It uses examples of place-based and community-based organizations and organizing to consider the relationship between space, place, scale, and activism. Research on anti-sweatshop activism serves as a primary case study. Students simultaneously examine the role of qualitative methodologies and community-based learning in the research on community-based organizing and in activism itself. They engage extensively in their own methodological research projects. Formerly, this course was designated under the UP track.

Course Title: **City and Sound**

Faculty: **Shannon Mattern**

Course Subject: **LURB**

Course Number: **3029**

CRN: **7020**

Schedule: **Thursday** **4-6:40pm**

Credits: **3**

In this seminar students examine the city as a sonic environment. They listen to the history of the sonic city by exploring the impact of early audio technologies and other sound-making devices on urban form and urban experience, and imaginatively recreating the soundscapes of ancient and early modern cities around the globe. Then, turning an ear to the modern city, they address such topics as urban music scenes and portable music devices; audio recorders, cell phones, and loudspeakers, and their impact on urban planning and experience; the politics of noise and silence; and sound art. Students complete weekly readings, a few short written and creative assignments, and either a written or creative final project. Meetings also involve occasional field trips and outside-the-classroom listening and/or recording activities.

Course Title: **Understanding Inequality**

Faculty: **Orville Lee**

Course Subject: **LURB**

Course Number: **3038**

CRN: **6615**

Schedule: **Monday / Wednesday** **4-5:40pm**

Credits: **4**

This course centers on the definition of inequality and the politics of social policy in the United States, with a particular emphasis on the urban context. Readings and discussions explore the following topics: the semantic and institutional origins of the welfare state; the relationship between inequality, race, and urban life; the impact of political activism and community organizing on social policy and inequality; gender and economic inequality; and debates over the effectiveness of social policies intended to alleviate economic inequality. This course satisfies some of the requirements in Literary Studies: Writing concentration.

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Course Title: **Immigrant Communities in City**
Faculty: **Laura Liu**
Course Subject: **LURB**
Course Number: **3041**
CRN: **4315**
Schedule: **Friday 12-2:40pm**
Credits: **4**

This course examines immigrant communities in the urban environment, ranging from mixed migrant neighborhoods to well-established enclaves to fragmented communities scattered throughout. The course takes New York City as its primary case study with a focus on immigrant communities and institutions as key forces shaping the urban landscape. Topics include: understanding ethnic enclaves, immigrant community-based organizations, immigrants and work, inter-group dynamics, immigrant cultural institutions, race and ethnicity, gender in immigrant neighborhoods, immigrants and the state, and immigrant political activity. Students engage in a course project working with immigrant institution(s), organization(s), and/or city agencies actively involved in immigrant neighborhoods. Ideally, these projects will be shaped in collaboration with the community partner(s).

Course Title: **Urbanization and Social Space in Contemporary Chinese Cities**
Faculty: **Lei Ping**
Course Subject: **LURB**
Course Number: **3110**
CRN: **7187**
Schedule: **Monday / Wednesday 10-11:40am**
Credits: **4**

Radical urbanization has now become one of the most concerned cultural-political terms in contemporary post-socialist China. From post-demolished urban dwelling spaces to postmodern mega skyscrapers, Chinese urban skylines are under great transformation. It is time to trace the disappearance of once well preserved urban everyday life by critically examining social legitimacy and justice behind globalization and urbanization. In this way, this course will center on questions such as what made massive demolition of social spaces in contemporary China legalized and protected, why appropriation of beliefs like 'development' and 'progress' is collectively built as the ultimate destiny for the Chinese cities, and how urban middle-class professionals live their 'happy' dreams of becoming and being homeowners, and so forth. Therefore by studying major critical urban theories, literature and films on this topic, this course will allow us to rethink the problematic of Chinese modernity and postmodernity in relation to the dichotomies between the universal and the particular, the old and the new, the empowered and marginalized in the era of global capitalism. In other words, as critical mass, we will observe the culmination of modernization, urbanization and globalization in contemporary China by linking the past, present and future of the cities.

Course Title: **Urban Food System**
Faculty: **Nevin Cohen**
Course Subject: **LURB**
Course Number: **3835**
CRN: **4231**
Schedule: **Tuesday / Thursday 10-11:20am**
Credits: **3**

This course examines sustainable urban food systems, from farm to fork. Students explore the concept of community food security, disparities in access to food, and the social, political, economic, and environmental dimensions of food production, distribution, and marketing. Through field trips to urban farms, farmers markets, and food production facilities, together with guest lectures, students meet food producers, processors and distributors, as well as policy makers, and activists. Formerly, this course was designated under the UE track.

Course Title: **Urban Criminology Research**
Faculty: **Bahiyyah Muhammad**
Course Subject: **LURB**
Course Number: **4009**

**University Curriculum:
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CRN: **5343**

Schedule: **Friday 9-11:40am**

Credits: **4**

This course will explore and seek to explain the environmental, sociological, psychological, biological and contemporary theories used to analyze and understand crime and criminals in urban settings. The course objective is to provide students with detailed descriptions and a clear understanding of the major criminological theories--past and present. Students will discuss the 'ingredients of crime', methods used to measure crime and characteristics of criminals and crime, and different typologies of illegal behaviors prevalent among urban populations. Course participants will be required to attend one class trip and participate fully in ALL course discussions and assignments conducted through the blackboard system.

Course Title: **Visual Urbanism**

Faculty: **Gabrielle Bendiner-Viani**

Course Subject: **LURB**

Course Number: **4011**

CRN: **6616**

Schedule: **Friday 3-5:40pm**

Credits: **4**

This course considers a range of ways that social and place research has grappled with visual images--from visual anthropology to architectural renderings to documentary photography and beyond. A crucial goal is to develop rigor, method and critical perspective in the use of the visual in Urban Studies. Students who plan to use visual work in their own research are encouraged to bring their perspectives into this class. Throughout the course we address work that crosses boundaries between disciplines and build a critical theoretical query on the kind of knowledge that we can develop from and through visual work: How can the city be understood through visual representation? What roles can the visual play in social research? What happens when art and research overlap? How is making visual representations akin to and different from other ways of building knowledge about the city? This course draws on many resources from New York City's rich visual life. It also draws texts from the Urban Encounters conference on urban photography held for the past two years at Goldsmiths, University of London and the Tate Britain.