Eugene Lang College The New School for Liberal Arts is a full-time, four-year liberal arts college distinguished by its small seminar classes and interdisciplinary curriculum. The college’s historical roots inform its current philosophy. It began in 1973 as an innovative pre-college program for high school students in the New School’s continuing education division. After evolving into a four-year undergraduate program, it was called the Seminar College, reflecting the primary teaching method of its faculty.

In 1985, supported by a generous gift from the well-known education philanthropist Eugene M. Lang, the college became a separate division of the university and was renamed for the benefactor. Since then, the mission of Eugene Lang College has been to foster the highest aims of academic achievement in a context of participatory citizenship, community activism, and cultural awareness. Eugene Lang and his family have continued to support this mission.

Lang’s philosophy of applies to The New School as a whole. As a university that inspires and prepares its students to effect positive change in the world, each of the divisions of The New School prepares new generations of economists, actors, fashion designers, urban planners, dancers, philosophers, conductors, filmmakers, political scientists, and jazz musicians. Creative energy flows through every division of the university, and especially Lang, the division devoted to providing a comprehensive education in the liberal arts.

The seminar—usually consisting of no more than 18 students—remains the primary instructional mode at Lang. Each seminar involves careful readings of primary texts that illustrate both the foundations and the contemporary issues in a field of study. Most include extensive writing, both to develop skills and to fully engage students in the process of intellectual exploration and creation. Seminars are offered in a variety of subjects and reflect the developing scholarly and creative interests of the faculty. Some fall within traditional academic disciplines while others transcend these boundaries. Because knowledge is not stagnant, courses are continually reexamined and revised. A well-educated person must not be content with a received set of ideas but should examine and pursue knowledge with sensitivity to its changing nature. The seminar permits students to intimately engage with the material and offers them the opportunity to develop close relationships with faculty. Lang has been described by the Princeton Review as the best college in the country for encouraging debate and discussion.

The faculty at Lang are intellectually active in the classroom, in their academic fields, and in the community. The faculty is made up of distinguished scholars in the humanities and social sciences and professional writers and performers. All are enthusiastically involved in teaching and advising students.

Students come to Lang with a range of backgrounds, experiences, and interests from most states of the United States and a number of other countries. Enrollment in 2010–2011 exceeded 1,500 students. The current student body is roughly 25.5 percent students of color and 5 percent international. Lang students learn to analyze problems and find sustainable solutions. Every area of study is approached from several perspectives. Interdisciplinary foundation courses demonstrate connections among the humanities, arts, social sciences, and natural sciences while encouraging students to draw on multiple disciplines.

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

- Parsons The New School for Design has been accredited by the National Association of Schools of Art and Design since 1966.
- The BBA in Design and Management meets NASAD standards for the Bachelor of Arts—four years: Design and Management. It is registered as a Bachelor of Business Administration through the New York State Education Department (NYSED) and listed as Bachelor of Business Administration in Design and Management by The New School.
- The graduate clinical psychology program has been accredited by the American Psychological Association since 1981.
- The master’s program in urban policy analysis and management has been accredited by the National Association of Schools of Public Affairs and Administration since 1988.
- The master’s program in architecture has been accredited by the National Architectural Accrediting Board since 1994.

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Produced by Communications and External Affairs, The New School

Important Notice: The information published herein represents the plans of The New School at the time of publication. The university reserves the right to change without notice any matter contained in this publication, including but not limited to tuition, fees, policies, degree programs, names of programs, course offerings, academic activities, academic requirements, facilities, faculty, and administrators. Payment of tuition for or attendance in any classes shall constitute a student’s acceptance of the administration’s rights as set forth in this notice.

www.newschool.edu/lang
HEGIS
The Higher Education General Information Survey (HEGIS) codes for Lang majors are

The Arts 1001.00
Culture and Media 2299.00
Economics 2204.00
Education Studies 0821.00
Environmental Studies 1999.10
Global Studies 2210.00
History 2205.00
Interdisciplinary Science 4901.00
Liberal Arts 4901.00
Literary Studies 1503.00
Philosophy 1509.00
Politics 2207.00
Psychology 2001.00
Urban Studies 2214.00

Eugene Lang College Administration

Office of the Dean
Stephanie Browner, Dean

Riva Kadar, Assistant Dean for Academic Affairs
Alex Draifinger, Senior Director of Budget and Administration
Verna de La Mothe, Associate Director of Administration
Laura Copland, Director of Faculty Affairs
Arturo Jallath, Systems Manager
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Elizabeth Hynes, Executive Assistant to the Dean
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Academic Chairs and Directors
Anthropology
  Lawrence Hirschfeld
  (Spring 2012)
  Janet Roitman
  (Fall 2011)
The Arts
  Ivan Raykoff
  Dominic Pettman
Culture and Media
  Jaskiran Dhillon
  Natalia Mehlman-Petrzela
  Sanjay Reddy
  John Clinton
  Position to be filled
  Mark Larrimore
  Kate Eichhorn
  Florence Leclerc-Dickler
  Ann Snitow
  Jonathan Bach
  Jeremy Varon
  Bhawani Venkataraman
  Rob Buchanan
  Orville Lee
  Inessa Medzhivovskaya
  Literary Studies: Literature
  Robin Mookerjee
  (Writing)
  Dmitri Nikulin
  Timothy Pachirat
  McWelling Todman
  Mark Larrimore
  Rachel Sherman
  Rachel Sherman
  Scott Salmon

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Leah Weich, Director of Academic Advising and Student Support
Angela Sanko, Associate Director of Advising and Student Retention
Kimberly Foote, Senior Advisor and Study Abroad Counselor
Jemima Gedeon, Senior Advisor, Junior and Internship Coordinator
Russell Taylor, Coordinator, Academic Advising and Student Support
Jeff Feld, Senior Office Assistant for Internships
Carrie Neal, Advisor for Global Urban Environmental Programs
Program Coordinators
The Arts: Arts in Context  Colette Brooks
The Arts: Dance  Neil Greenberg
The Arts: Music  Ivan Raykoff
The Arts: Theater  Zishan Ugurlu
The Arts: Visual Arts  Simonetta Moro

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John L. Tishman
Eugene M. Tobin
Lilian Shiao-Yen Wu
ACADEMIC CALENDAR

FALL 2011

Registration for continuing students April 4–29
Orientation and Registration for new students August 22-26
Classes begin Monday, August 29
Last day to add a class Tuesday, September 13
Last day to drop a class Tuesday, September 20
Last day to withdraw from a class with a grade of W All undergrad students Friday, October 14
Classes and exams end Monday, December 19

Holidays
Labor Day Weekend Saturday–Monday, September 3–5
Rosh Hashanah Wednesday–Thursday, September 28 (eve)*–29
Yom Kippur Friday–Saturday, October 7 (eve)*–8
Thanksgiving holiday Wednesday–Sunday, November 23–27
Winter break Tuesday, December 20– Friday, January 20

Rescheduled days
Week of November 21, Thursday classes will meet on Tuesday, November 22. The last class meeting for Wednesday evening classes will be on Monday, December 19. Monday daytime classes and all other classes will end the week of December 11–16.

Online Session A August 29–December 19
Online Session B August 29–October 28
Online Session C October 10–December 19
Classes and exams end Monday, December 19
*Classes scheduled for 4:00 p.m. and later do not meet September 28 and October 7; classes are cancelled all day on September 29 and October 8 (see rescheduled days above).

SPRING 2012

Registration for continuing students October 31–November 28
Registration for new students January 17–20
Classes begin Monday, January 23
Last day to add a class Friday, February 3
Last day to drop a class Friday, February 10
Last day to withdraw from a class with a grade of W All undergrad students Friday, March 9
Classes and exams end Monday, May 14

Holidays
Martin Luther King Day Monday, January 16
Presidents Day Monday, February 20
Spring Break Monday–Sunday, March 12–18
Online Session A January 23–May 14
Online Session B January 23–March 30
Online Session C March 5–May 14
Classes and exams end Monday, May 14
Commencement Friday, May 18
Fall 2012 continuing student registration April 2–27
EUGENE LANG COLLEGE FACULTY

Lang shares faculty through joint appointments with The New School for Social Research and The New School for Public Engagement.

FULL-TIME FACULTY

For more faculty information, visit www.newschool.edu/lang/faculty.

Elaine S. Abelson
Associate Professor, History and Urban Studies
PhD, American History, New York University

Zed Adams
Assistant Professor, Philosophy
PhD, Philosophy, University of Chicago

Anthony Anemone
Associate Professor, Foreign Languages and Literary Studies
PhD, Slavic Languages and Literatures, University of California, Berkeley

Cinzia Arruzza
Assistant Professor, Philosophy
PhD, Philosophy, University of Rome

Jonathan Bach
Associate Professor and Chair, Global Studies
PhD, Political Science, Syracuse University

Lopamudra Banerjee
Assistant Professor, Economics
PhD, Economics, University of California Riverside

Beatrice Banu
Professor, Visual and Performing Arts
PhD, CUNY Graduate Center

Banu Bargu
Assistant Professor, Politics
PhD, Government, Cornell University

J.M. Bernstein
University Distinguished Professor, Philosophy
PhD, Anthropology, University of Edinburgh

Richard J. Bernstein
Vera List Professor, Philosophy
PhD, Philosophy, Yale University

Chiara Botticci
Assistant Professor, Philosophy
PhD, Philosophy, EUI in Florence

Colette Brooks
Associate Professor, The Arts, Theater and Writing
and Program Coordinator, Arts in Context
MFA, Drama, Yale University

Stephanie Browner
Dean, Eugene Lang College
PhD, American Literature and American Studies,
Indiana University

Robert Buchanan
Assistant Professor, Writing
BA, Comparative Literature, Princeton University

Emanuele Castano
Associate Professor, Psychology
PhD, Catholic University of Louvain (Belgium);
Laurea (magna cum laude), University of Padova (Italy).

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Associate Professor, Culture and Media
PhD, Communications, University of Illinois, Urbana-Champaign;
PhD, English, Lucknow University, India

Katayoun Chamany
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PhD, Molecular and Cell Biology, University of California at Berkeley

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PhD, Clinical Psychology, University of California at Los Angeles

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Associate Professor and Urban Policy Chair,
Environmental Studies
PhD, Fordham University

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Assistant Professor, Urban Studies
PhD, Environmental Planning and Policy Development,
Rutgers University

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Assistant Professor, Screen Studies
MFA, Film Production, NYU Tisch School of the Arts

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Assistant Professor, Philosophy and Politics
PhD, Philosophy, University of Pittsburgh

Simon Critchley
Professor, Philosophy
PhD, Philosophy, University of Essex

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Assistant Professor, Literature
PhD, Comparative Literature, University of Southern California

**Wendy D'Andrea**
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PhD, Clinical Psychology, University of Michigan

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PhD, Music Composition, Princeton University

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**James Dodd**
Assistant Professor, Philosophy and Politics
PhD, Philosophy, Boston University

**Kate Eichhorn**
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PhD, Language, Culture and Teaching, York University

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PhD, History, Cornell University

**Jennifer Firestone**
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MFA, Creative Writing, San Francisco State University

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Leo Model Professor, Economics
PhD, Yale University

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**Ellen Freeberg**
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PhD, English and Comparative Literature, Columbia University

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**Jeffrey Goldfarb**
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MFA, Dance, Sarah Lawrence College

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PhD, American Studies, Yale University

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MD, State of North Carolina

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Professor, Anthropology  
DFES, Yale School of Forestry and Environmental Studies

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PhD, Anthropology, University of Chicago

Evan Rapport  
Assistant Professor, Ethnomusicology  
PhD, Music (Ethnomusicology), CUNY

Ivan Raykoff  
Assistant Professor and Chair, The Arts  
PhD, Critical Studies and Experimental Practices in Music, University of California at San Diego

Sanjay Reddy  
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PhD, Economics, Harvard University

Rose Myriam Rejouis  
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PhD, French and Francophone Literature, Princeton University

Martin Roberts  
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PhD, French Literature, Trinity College, Cambridge

Janet Roitman  
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Paul Ross  
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PhD, History, University of Chicago

Cecilia Rubino  
Assistant Professor, The Arts, Theater  
MFA, Yale School of Drama

Trebor Scholz  
Assistant Professor, Culture and Media  
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Scott Salmon  
Associate Professor, Urban Studies  
PhD, Geography, Maxwell School of Citizenship and Public Affairs, Syracuse University

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Associate Professor, Literature  
PhD, Postcolonial Literature, University of the West Indies

Michael Schöber  
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Professor, Economics  
PhD, Economics, Free University of Berlin.

Anwar Shaikh  
Professor of Economics

PhD, Economics, Columbia University

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PhD, Brown University

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Assistant Professor of Sociology and Director of Undergraduate Studies in Sociology and Social Inquiry  
PhD, Sociology, University of California, Berkeley

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Associate Professor, Literature and Director of Undergraduate Studies in Gender Studies  
PhD, Literature, University of London

Mark Statman  
Associate Professor, Writing  
MA CAN, English and American Literature, University of Virginia

Howard Steele  
Associate Professor, Psychology  
PhD, University College, London

Miriam Steele  
Assistant Professor and Assistant Director of Clinical Training, Psychology  
PhD, University College, London

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PhD, Economics, Harvard University

McWelling Todman  
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PhD, Ankara University

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Jeremy Varon
Associate Professor and Director of Undergraduate Studies, History
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Associate Professor and Chair, Natural Sciences and Mathematics
PhD, Chemistry, Columbia University

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PhD, Comparative Literature, Princeton University

Jürgen Von Mahs
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PhD, Sociology and Social Policy, Southampton University

Wendy S. Walters
Assistant Professor, Literary Studies
PhD, English Language and Literature, Cornell University

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PhD, Communication, Murdoch University

Jennifer Wilson
Assistant Professor, Natural Sciences and Mathematics
PhD, Mathematics, Princeton University

Neguin Yavari
Assistant Professor, History
PhD, History, Columbia University

Caveh Zahedi
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MFA, Film and Television Production, UCLA

Eli Zaretsky
Professor, History
PhD, History, University of Maryland

Vera Zolberg
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PhD, Sociology, University of Chicago

**Part-Time Faculty**

The number of courses taught by part time faculty in a semester is approximately 100.
ACADEMIC MAJORS AND MINORS

Students are required to complete a major or interdisciplinary program for graduation. Information about options and requirements can be found in each Areas of Study section of this catalog.

**Majors**

Eugene Lang College offers the Bachelor of Arts degree in:

- The Arts (includes concentrations in Arts in Context, Dance, Music, Theater, and Visual Arts)
- Culture and Media
- Economics
- Education Studies
- Environmental Studies – BA or BS (BA students can concentrate in Urban Ecosystems or Environment, Society and Public Policy; BS students can concentrate in Urban Ecosystems or Sustainable Design)
- Global Studies
- History
- Interdisciplinary Science (includes focused tracks in Biology of Health, Science of the Environment, and History and Philosophy of Science)
- Liberal Arts (includes self-designed programs as well as an optional guided area of study in Social Inquiry)
- Literary Studies (Literature or Writing concentrations)
- Philosophy
- Politics
- Psychology
- Urban Studies

**Important:** Students majoring in Liberal Arts may not elect a minor nor a double major.

**Minors**

Unless majoring in Liberal Arts, Lang students have the option to elect an academic minor, although a minor is not required. Lang students can minor in any of the major disciplines (except Liberal Arts, Environmental Studies, and Urban Studies), provided it is not their major area of study. If a student majors in an area of study with multiple concentrations (e.g. The Arts), the student may not minor in the same area of study with a different concentration.

Students can minor in the following subject areas:

- The Arts: Dance, Music, Theater, Visual Arts
- Chinese Studies
- Culture and Media
- Economics
- Ethnicity and Race
- French Studies
- Gender Studies
- Global Studies
- Hispanic Studies
- History
- Interdisciplinary Science
- Japanese Studies
- Jewish Studies
- Literary Studies: Literature or Writing
- Philosophy
- Politics
- Psychology
- Religious Studies

**DEGREE REQUIREMENTS**

**BACHELOR OF ARTS**

- Successful completion of a minimum of 120 credits, with no more than 30 credits in non-liberal arts courses, defined as studio and practice-based courses and internships
- Writing the Essay 1 and 2
- First Year Workshop
- Advising Seminar
- Reading NYC
- Two University Lecture (ULEC) courses (transfer students are exempt from this requirement)
- Minimum of 40 credits in 3000-level or higher courses
- Completing all the requirements for the student’s major or interdisciplinary program, usually a minimum of 13 courses, including a senior capstone
- Senior-year residency (Students must spend their final two semesters in residence.)

**BACHELOR OF SCIENCE**

Students pursuing a B.S. in Environmental Studies must complete the following:

- Successful completion of a minimum of 120 credits, with no more than 60 credits in non-liberal arts courses, defined as studio and practice-based courses and internships
- Writing the Essay 1 and 2
- First Year Workshop
- Advising Seminar
- Reading NYC
- Two University Lecture (ULEC) courses (transfer students are exempt from this requirement)
• Minimum of 40 credits in 3000-level or higher courses
• Completing all the requirements for the student’s major or interdisciplinary program, usually a minimum of 13 courses, including a senior capstone
• Senior-year residency (Students must spend their final two semesters in residence.)

Notes for Transfer Students
• Transfer students must complete a minimum of 60 credits in residence.
• Transfer students must enroll for at least three courses offered by Eugene Lang College in their first semester.
• Transfer students can receive pro-rated credit toward the requirement of 40 credits of courses at the 3000 level or higher.
• Transfer students may receive approval to apply up to three total courses taken at other institutions to fulfill major or interdisciplinary program requirements, as determined by the program chair. Students admitted with 30 to 44 credits may be permitted to apply one course; students with 45 to 60 credits may be permitted to apply up to three courses. Transfer students wishing to apply transferred courses to their major area of study must have the courses evaluated by the chair or director of the program. The syllabi are often required to make a final determination.

Majors and Minor Common Courses
Students may apply a maximum of three courses to satisfy common requirements of both their major and minor areas of study.

BA/BFA DUAL DEGREE PROGRAMS

BA/BFA Degree Requirements
• Successful completion of 180 credits, including a minimum of 90 credits in liberal arts courses and 90 credits in non-liberal arts (studio and practice-based) courses
• Completion of at least one Eugene Lang College course every semester, for a minimum of 44 credits in Lang courses
• Completion of the requirements for a Lang major or interdisciplinary program
• Writing the Essay 1 and 2 (Parsons BA/BFA)
  Writing the Essay 1 only (Jazz BA/BFA))
• Completion of BFA program requirements as defined by Parsons or Jazz

Transfer students: The transferability of studio credits is determined by the Parsons or Jazz office of admission.

Students who have questions about the BA components of the dual degree program, including questions about transfer credits, can consult the Lang advising office.

BACHELOR’S/MASTER’S PROGRAMS
Students can accelerate their progress toward a master’s degree by combining an undergraduate program at Eugene Lang College with graduate-level courses in one of the university’s graduate schools. During their junior year, students may apply for acceptance to a BA/MA programs (see below for credit requirements). If admitted, a student can earn up to 12 swing credits (equivalent to one semester of graduate school) applicable toward both degrees if the student applies for and is admitted to the graduate program upon completion of the bachelor’s degree. The benefits of the program include a reduced time needed to earn the master’s degree, a significant tuition savings, access to graduate-level courses, and waiver of the Graduate Record Examination and application fees when applying to the graduate program.

Applicants must have completed or be enrolled to complete a total of 60 undergraduate credits. Transfer students must have completed or be in the process of completing at least one full year in residence at Lang. All interested students should contact the graduate program office of admission or attend an information session to learn more. They should also consult with the senior class advisor at Lang for guidance throughout the application process.

The application deadline is October 15 for spring admission and April 1 for fall admission. An application is available on the Lang website in the Degrees section.

The following Bachelor’s/Master’s programs are available:
BA/MA or BA/MS
BS/MA or BS/MS

Specifically, students earning a: BA degree in Liberal Arts at Eugene Lang College, or BA or BS degree in Liberal Arts at the Bachelors Program at The New School for Public Engagement (NSPE) may apply into the dual degree program with one of the following graduate programs:

- Anthropology MA degree (NSSR)
- Economics MA degree (NSSR)
- Historical Studies MA degree (NSSR)
- International Affairs MA degree (NSPE)
- Liberal Studies MA degree (NSSR)
- Media Studies MA degree (NSPE)
- Non-profit Management MS degree (NSPE)
- Organizational Change Management MS degree (NSPE)
- Philosophy MA degree (NSSR)
- Politics MA degree (NSSR)
• Psychology MA degree (NSSR)
• Sociology MA degree (NSSR)
• Teaching English to Speakers of Other Languages MA degree (NSPE)
• Urban Policy Analysis and Management MS degree (NSPE)

In addition, Lang students may apply into the following state-approved dual degree combinations:

• BA in Culture & Media/MA in Media Studies
• BA in Economics/MA in Economics
• BA in History/MA in Historical Studies
• BA in Philosophy/MA in Philosophy
• BA in Psychology/MA in Psychology

Any other undergraduate major/graduate program combination not listed here is not approved, including the university-wide programs.

Due to the lack of clear distinctions between degrees, the following are NOT options for dual-degrees at The New School:

• BA/BS
• BA/BBA
• BS/BBA
• BS/BFA
ADMISSION

Eugene Lang College welcomes applicants who combine inquisitiveness, seriousness of purpose, and the maturity to participate fully in a challenging liberal arts program. It does not limit the number of students admitted from any one school or geographic area. Admission decisions are made without regard to race, color, religion, national origin, political affiliation, disability, sex, sexual orientation, or age.

The admission committee for Eugene Lang College, works with the dean to set the requirements for admission, reviews applications, and is solely responsible for admission decisions. The committee carefully evaluates each application on an individual basis and does not adhere to rigid admission formulas, although accepted students at a minimum present evidence of achievement in college preparatory courses and demonstrate well-developed writing skills.

Prospective students should regard the application process not as a test but as a way of clarifying their educational needs and describing their experiences (academic and nonacademic), hopes, and expectations. Applicants are responsible for meeting all deadlines, selecting appropriate individuals for their academic and personal references, writing thoughtful essays, and scheduling interviews. If questions or problems arise during the admission process, it is important that the applicant contact the Office of Admission promptly. Call 212.229.5665 or email lang@newschool.edu.

HOW TO APPLY

All applicants for admission to Eugene Lang College, whether as freshman or transfer students, must complete the online Common Application (www.commonapp.org). The Common Application has several advantages:

Payment of application fee and submission of essays electronically.

Teachers and guidance counselors can submit references electronically.

Applications are processed more quickly, and you can check the status of your application online.

Regular (Freshman) Admission

High school seniors can apply as first-year students for fall or spring semester admission. The admission committee considers many factors in reviewing applications for freshman admission. Academic preparation—which should include coursework in English, history, social science, a foreign language, mathematics, and science—is of primary importance. The character, creativity, and intellectual promise of each student are also evaluated on the basis of information provided. A personal interview is strongly recommended although not required. (The personal interview becomes part of the student’s application. Applicants who cannot travel to New York for an interview can arrange a telephone or off-campus interview by contacting the Office of Admission.)

Early-Entrance Admission

Every year, Eugene Lang College offers admission to a limited number of students who wish to begin college early in lieu of completing their final year of high school. Applicants considered for early entrance must demonstrate strong academic promise and personal maturity and have the support of their high schools. Arrangements to obtain a high school diploma must be made by the student with the high school prior to admission. Early entrance is available for the fall semester only.

Early-Decision Admission

High school seniors who decide that Eugene Lang College is their first choice can apply for admission under the early-decision option. This decision is binding—students who are admitted are required to withdraw all applications from other colleges and enroll in the following fall term. In some cases, the admission committee may decide to hold off on a final decision in order to review further information, including first-semester grades, new writing samples, and additional recommendations. In that case, the application is reviewed again with the regular pool of applicants and the early-admission decision is no longer binding.

Admission for International Students

The New School’s reputation for academic excellence and the New York City location make Eugene Lang College appealing to students from other countries. Approximately 5 percent of the students in the college are international. Lang encourages applications from international students. Admission requirements and application materials are the same as for residents of the United States with one addition: students whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL). Acceptable TOEFL scores are 600 or above on the written exam, 250 on the electronic test, or 100 on the Internet-based test.

All applicants with international transcripts are required to submit original transcripts with certified English language translations. Applicants who wish to transfer academic credits earned at a college or university outside the U.S. must have their transcript(s) evaluated by World Education Services (WES, www.wes.org), our preferred provider, or another member of the National Association of Credit Evaluation Services (NACES). A Course By Course Evaluation Report must be prepared for each transcript. It is recommended that students start the evaluation process as early as possible and submit all required documents to WES (or another provider) to ensure the timely completion of their evaluation report.

For more information, visit the www.newschool.edu/lang and go to Admission.

Admission to BA/BFA Programs

Applicants who wish to enter a BA/BFA program must file the joint application accessible online from the Lang website. The Lang Office of Admission works together with the Parsons or the Jazz admission office respectively to review BA/BFA
University of Amsterdam. Students pay tuition and fees to their home institution; all financial aid grants and loans are applied to these costs. Students are responsible for their room and board charges but are eligible for Lang on-campus housing.

Sarah Lawrence students interested in this program must have a strong academic record and junior class standing, and must have fewer than the 60 transfer credits allowed by Sarah Lawrence.

To receive an application, visit the exchange program website. Sarah Lawrence students should submit applications and relevant materials to Prema Samuel, Director of International Programs at Sarah Lawrence, by the deadlines advertised above.

For more information, contact Prema Samuel or Kim Foote, Study Abroad Advisor at Lang.

Deferred Admission

Students admitted to Eugene Lang College who wish to delay their entrance for a semester or a year may request a deferral. The request can wither be mailed to the Office of Admission at 72 Fifth Avenue New York, NY 10011, or e-mailed to lang@newschool.edu. Students who choose this option may not enroll in another institution as a full-time matriculated student during the deferral period.

APPLICATION DEADLINES AND REQUIREMENTS

To apply, visit www.newschool.edu/Lang and choose “admission.” The fall semester begins in September; the spring semester begins in January. Consult the academic calendar for details.

Regular First-Year Student

Application deadline: January 5 for fall entry; November 1 for spring entry

Required items:
- $50 nonrefundable application fee
- Application form (Common Application online: https://www.commonapp.org/CommonApp/Default.aspx)
- Two Essays
- Secondary school transcript
- Counselor recommendation
- Teacher evaluation
- SAT or ACT scores (or a graded academic paper)
- TOEFL score (if applicable)
- An interview is recommended but not required.

Early Decision

Application deadline: November 1

Required items: same as for regular first-year student

Early Entrance

Application deadline: January 5

Required items: Same as for regular first-year students except that PSAT scores may be substituted for SAT or ACT scores, and a second teacher evaluation is required.

BA/BFA with Parsons The New School for Design

Applicants to the BA/BFA program at Parsons must submit a portfolio and take the “Parsons Challenge” home exam. See the instructions on the Parsons website or contact the Parsons Office of Admission at 212.229.8989.

BA/BFA with The New School for Jazz and Contemporary Music

For Jazz applicants, an audition is required. For information about auditions, contact The New School for Jazz and Contemporary Music: call 212.229.5896 or email jazadmin@newschool.edu.

Special Admission (Nonmatriculated)

Students who wish to take courses at Eugene Lang College without matriculating in a Bachelor of Arts program can apply for admission as special students using an abbreviated application form. Special students are permitted to take a maximum of four courses in one academic year, subject to permission. Enrollment as a special student does not guarantee admission to the college. Special students who wish to remain at Lang after one year, must matriculate by applying using the appropriate freshman or transfer application. Special students are not eligible for financial aid or university housing.

Visiting Students

New York Connections

New York Connections offers college students at other institutions a chance to further their studies by taking courses at The New School as visiting students. New York Connections lets students take challenging courses in a desired discipline at Lang and other divisions of the university and to participate in an internship.

Visiting students are not eligible for New School financial aid. Students should check with their home school regarding transfer of financial aid. For more information on the admission process and for general inquiries about the New York Connections program, contact the Office of Admission.

Sarah Lawrence Exchange Program

In 1996, Eugene Lang College inaugurated an exchange program with Sarah Lawrence College in Bronxville, New York. This program enables students from both colleges to study on one another’s campus or in abroad programs for an academic semester or year. Qualified Sarah Lawrence students may also participate in Lang’s exchange program with the University of Amsterdam. Students pay tuition and fees to Sarah Lawrence College in Bronxville, New York.

Qualified Sarah Lawrence students may participate in Lang’s exchange program with the University of Amsterdam. Students pay tuition and fees to

BA/BFA with Parsons The New School for Design

Applicants to the BA/BFA program at Parsons must submit a portfolio and take the “Parsons Challenge” home exam. See the instructions on the Parsons website or contact the Parsons Office of Admission at 212.229.8989.

BA/BFA with The New School for Jazz and Contemporary Music

For Jazz applicants, an audition is required. For information about auditions, contact The New School for Jazz and Contemporary Music: call 212.229.5896 or email jazadmin@newschool.edu.

Special Admission (Nonmatriculated)

Students who wish to take courses at Eugene Lang College without matriculating in a Bachelor of Arts program can apply for admission as special students using an abbreviated application form. Special students are permitted to take a maximum of four courses in one academic year, subject to permission. Enrollment as a special student does not guarantee admission to the college. Special students who wish to remain at Lang after one year, must matriculate by applying using the appropriate freshman or transfer application. Special students are not eligible for financial aid or university housing.

Visiting Students

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their home institution; all financial aid grants and loans are applied to these costs. Students are responsible for their room and board charges but are eligible for Lang on-campus housing.

Sarah Lawrence students interested in this program must have a strong academic record and junior class standing, and must have fewer than the 60 transfer credits allowed by Sarah Lawrence.

To receive an application, visit the exchange program website. Sarah Lawrence students should submit applications and relevant materials to Prema Samuel, Director of International Programs at Sarah Lawrence, by the deadlines advertised above.

For more information, contact Prema Samuel or Kim Foote, Study Abroad Advisor at Lang.

Deferred Admission

Students admitted to Eugene Lang College who wish to delay their entrance for a semester or a year may request a deferral. The request can wither be mailed to the Office of Admission at 72 Fifth Avenue New York, NY 10011, or e-mailed to lang@newschool.edu. Students who choose this option may not enroll in another institution as a full-time matriculated student during the deferral period.

APPLICATION DEADLINES AND REQUIREMENTS

To apply, visit www.newschool.edu/Lang and choose “admission.” The fall semester begins in September; the spring semester begins in January. Consult the academic calendar for details.

Regular First-Year Student

Application deadline: January 5 for fall entry; November 1 for spring entry

Required items:
- $50 nonrefundable application fee
- Application form (Common Application online: https://www.commonapp.org/CommonApp/Default.aspx)
- Two Essays
- Secondary school transcript
- Counselor recommendation
- Teacher evaluation
- SAT or ACT scores (or a graded academic paper)
- TOEFL score (if applicable)
- An interview is recommended but not required.

Early Decision

Application deadline: November 1

Required items: same as for regular first-year student

Early Entrance

Application deadline: January 5

Required items: Same as for regular first-year students except that PSAT scores may be substituted for SAT or ACT scores, and a second teacher evaluation is required.
Transfer
Application deadlines: April 1 for fall entry; November 1 for spring entry
Required items: Same as for regular first-year students plus official college transcripts

Readmission
Application deadlines: July 1 for fall entry; November 1 for spring entry
Required items:
  - Readmission application form
  - $50 nonrefundable application fee
  - Statement of intent

Special Student
Application deadlines: July 1 for fall entry; November 1 for spring entry
Required items:
  - Special student application
  - Essay
  - Transcript from last institution attended (Students with fewer than 24 credits of coursework completed at the time of application must submit secondary school transcripts as well as college transcripts.)
  - $50 nonrefundable application fee
  - An interview is recommended but not required.
  - TOEFL scores if applicable (required for international students whose first language is not English)

New York Connections
Application deadlines: July 1 for fall entry; November 1 for spring entry
Required items:
  - $50 nonrefundable application fee
  - Statement of intent
  - Dean or academic advisor recommendation
  - Official college transcript (most recent)

Lang-Sarah Lawrence Exchange Program
Application deadlines: February 1 for fall entry; October 15 for spring entry
Required items:
  - Application form
  - Statement of interest
  - Faculty recommendation
  - Official college transcript

ADVANCED STANDING AND TRANSFER CREDITS

Applicants who have completed college-level courses may qualify for advanced standing. The New School will evaluate prior credits after a student has been admitted to Eugene Lang College. Each course will be evaluated individually. Normally, courses approved for transfer credit count toward general credit requirements only and not toward area of study requirements. To apply a transferred course to a specific area of study, an admitted student must consult with the program chair or director and provide a course syllabus for review.

Note: The maximum number of credits that can be transferred is 60. Students admitted to a BA/BFA program can transfer 45 liberal arts credits and 34 fine or performing arts credits.

Evaluation of transfer credit for undergraduate degree students is handled through the Office of Admission. The New School does not transfer grades or grade points from other schools. Only credits are transferred. The registrar will post approved transfer credits to the student's transcript.

Advanced Placement (AP) and International Baccalaureate (IB) Examinations
Eugene Lang College awards four college credits for any single AP examination (except Studio Art) for which the student received a score of four or five. The college awards four credits for each subject for a score of five, six, or seven on the higher-level IB examinations. No credit is awarded for standard-level examinations. The maximum number of credits that can be awarded on the basis of AP and/or IB examinations is 30. Credits earned by examination count toward general credit requirements only and cannot be used to meet area of study requirements. Some foreign national-level examinations are accepted as well. Official transcriptions must be provided.

College Courses Completed in High School
College-level courses in the liberal arts earned at an accredited college or university prior to high school graduation will be considered for transfer credit to Eugene Lang College. To receive credit, a course must have been completed with a grade of C or better (C− will not transfer). Pass/fail courses and courses otherwise not graded may be considered for credit if accompanied by documentation showing that they would have earned a grade of C or better if the course had been graded. Credits received for vocational or pre-professional courses (such as nursing, home economics, and health education) are not transferable. Credits received for internships and independent study may be transferrable but are subject to careful evaluation; the student must submit a description of the work completed and appropriate supporting documents.

Transfer Student Admission
Students who are attending or have attended another college or university and who wish to complete their education at Eugene Lang College may apply for admission as transfer students. Prospective transfer students follow the same procedures as prospective freshmen but must also submit official transcripts of all college work. To qualify for transfer admission, students must have completed at least one semester of study at a regionally accredited institution and will be expected to spend a minimum of two years in residence at Eugene Lang College. Transfer of credits depends on the courses taken and grades received (see Advanced Standing and Transfer Credits for policies regarding the evaluation of transfer credits).
STUDENT STATUS

All Eugene Lang College degree candidates are admitted as full-time students. Full-time status is defined as being registered for 12 credits or more. The flat-rate tuition covers:

- 12–19 credits for the BA program
- 12–21 credits for the combined BA/BFA program with Parsons The New School for Design or The New School for Jazz and Contemporary Music

Requests for permission to register for more than 19 credits must be submitted to an academic advisor. Only juniors and seniors are eligible to request extra credits, and they must provide appropriate justification in the petition. Students are charged additional tuition for any credits beyond 19 (or 21 for BA/BFA).

ORIENTATION

Held the week before the start of classes, orientation helps students acclimate to academic and social life at Eugene Lang College. Students have an opportunity to interact with many members of the New School community and discover the academic and cultural richness of the college, the university, and the city. Orientation programs include advising and counseling, opportunities to meet faculty, cultural activities in the city, workshops in the library and computer facilities, safety workshops, a student services fair, and more.

IMMUNIZATION REQUIREMENTS

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

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

Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted by the university at www.newschool.edu/studentaffairs/health.
FINANCIAL AID AND SCHOLARSHIPS

Student Financial Services
The Office of Student Financial Services at The New School provides a comprehensive range of services for degree-seeking students, including providing significant institutional scholarship support to eligible students on the basis of merit and need. Detailed information regarding applying for aid and the types of aid available is available on our website at http://www.newschool.edu/studentservices.aspx. Eligible students may apply for assistance under the following federal, state, and institutional aid programs:

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

Loan Programs
William D. Ford Direct Student Loan Program
William D. Ford Direct Parent Loan for Undergraduate Students (PLUS) Program
Federal Perkins Loan Program
Private credit-based educational loans

Work Programs
Federal Work-Study Program

Other Programs
Federal aid to Native Americans
Veterans benefits
Social Security payments to children of deceased or disabled parents

Additional Information
Forms, instructions, and program details can be found in the Financing Solutions Guide on the Student Services website.
For additional information on financial aid sources, visit the Department of Education website at www.studentaid.ed.gov.

Contact:
Student Financial Services
The New School
72 Fifth Avenue
New York, NY 10011
Phone: 212.229.8930
sfs@newschool.edu

HOW TO APPLY
In general, to be eligible to apply for assistance under the programs listed on this page, students must be matriculated in a degree program and be enrolled at least half-time. To be eligible for federal assistance, students must not be in default on or owe a refund to any of the federal aid programs. Students interested in applying for the government and institutional financial assistance programs listed must complete a Free Application for Federal Student Aid (FAFSA) annually. The New School’s code is 002780. Students are encouraged to file this form electronically at www.fafsa.ed.gov. Completing and submitting the FAFSA enables Student Financial Services to receive a need analysis report or Student Aid Report (SAR) electronically.

International students may be eligible for institutional scholarships. They can apply by completing the online International Student Scholarship Application (link from our website).

Estimated Cost of Attendance and Determining Eligibility
The Student Aid Report (SAR) allows Student Financial Services to determine a student’s eligibility for institutional scholarship awards and federal aid programs. The expected student contribution and aid from other sources are subtracted from the student expense budget to determine the individual student’s financial need. Thus, a simple expression of the financial aid equation is represented by the following equation: Student Expense Budget – Available Resources = Need.

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

Details on tuition, fees, and other educational expenses can be obtained by contacting Student Financial Services or visiting www.newschool.edu/studentservices/financialaid.
Typical School Year Expenses for the 2011–2012 Academic Year

Full-Time On-Campus Resident

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition (undergraduate)</td>
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<tr>
<td>University Services Fee</td>
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<td>Student Senate Fee</td>
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<td>Student Health Insurance</td>
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<td>Health Services Fee</td>
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<td>Room*</td>
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<tr>
<td>Transportation**</td>
<td>$936</td>
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<tr>
<td>Books and Supplies**</td>
<td>$2,050</td>
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<tr>
<td>Total</td>
<td>$59,659</td>
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</tbody>
</table>

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

**Estimates only; actual expenses vary.

For more information, visit www.newschool.edu/studentservices and choose Student Financial Services.

SCHOLARSHIPS

A number of scholarships have been established at The New School for which students at Eugene Lang College are eligible. Unless noted otherwise, students do not have to specifically apply. Every student who applies for financial aid will be automatically considered once eligibility for financial aid has been established. For a current list and more information, visit http://www.newschool.edu/lang/admissions.aspx?id=312.

Eugene Lang College Scholarships

Albert A. List Prize Scholarship
Albert and Infra Milano Assistance Scholarship
Bea Banu Scholarship
Bernard & Irene Schwartz Merit Scholarships
Brian Watkins Memorial Scholarship
City Year Scholarship Program
Cynthia Fanton Scholarship
Daniel Fraad Scholarship
Dorothy and Jerome Lemelson Scholarship
Eugene M. Lang Scholarship
George F. Kettle Scholarship
The Global Scholarship (international students only)
The Hajime Yoshida Scholarship
Harry Edison Foundation Endowed Scholarship
Horatio Alger Scholars
Institute for Urban Education Opportunity Awards
Jacob Burns Scholarship
Jesse McCutchen, Jr. Scholarship
John R. Everett Memorial Scholarship
John Tishman Scholarship
John Tishman Scholarship for Environmental Studies
Judith Walzer Scholarship
Lewis Rudin Memorial Scholarship
Malcolm & Betty Smith Merit Scholarship
Monica L. Gollub Scholarship
Senpo Sugiha Scholarship
Stephen Kennedy Scholarship
The Tishman Environmental Merit Scholars Program
Vera G. List Scholarship

University-wide Scholarships

Ambassador John L. Loeb, Jr. Scholarship
The Erwin S. and Rose F. Wolfson Student Scholarships, Fellowships, and Loans
Elizabeth Glaser Scholarship
Excel Scholarships and Fellowships
Henry Loeb University Scholarship
Inner-City Scholarship Fund in the Arts
Raoul Wallenberg Memorial Scholarship Fund
Thanks to Scandinavia Scholarship
University Scholars Program

Awards

David Woods Award for Humanitarianism
Eugene Lang Community Leadership Award
Max Adler Award for Leadership in Debate

Public Service Scholarship Programs

City Year Scholarship Program

This scholarship is offered to Lang students in partnership with City Year New York, which was founded in 2003 as a response to the September 11 attacks. The program fosters the spirit of volunteerism in New York City. The New School will offer five scholarships of $4,725 to entering Lang freshman who are graduates of the City Year program. City Year graduates who served one year will receive an award of $4,725 from City Year and $4,725 for each of the four years from The New School. Program graduates who have two years of City Year service will receive $4,725 in each of the freshman and sophomore years from City Year and $4,725 for each of the four years from The New School.

Horatio Alger Scholars

This annual award honors the achievements of outstanding individuals in our society who have succeeded in spite of adversity. Scholarship recipients also receive financial aid counseling and internship and job placement assistance. For more information about the scholarship and how to apply, please visit www.horatioalger.com/.

Institute for Urban Education Opportunity Awards

The Institute for Urban Education (IUE) at Eugene Lang College is a new interdisciplinary center for university engagement in youth development and public education. It offers innovative community-based programs in partnership with schools, exciting public programming at the college, and professional development for educators and youth workers. For admitted applicants who were active IUE participants, Lang meets their full financial need through a combination of federal, state, and Lang financial assistance programs. Depending on need levels and eligibility for federal and state aid programs, the scholarship awards range from a few thousand dollars to full tuition. Selected students will be expected to avail themselves of the maximum federal Stafford loan limits.
The New School’s academic programs are designed to prepare our students to enact positive change in the world. In addition to mastery of specific discipline and interdisciplinary competencies, the University expects all graduates earning the bachelor’s degree to be able to demonstrate the capacity to gather and assess information, including quantitative and scientific data; to think critically and creatively; to communicate effectively, both orally and in writing, through various media; and to collaborate with others.

Eugene Lang College’s academic program is demanding and challenging. Students develop skills in critical inquiry, intellectual analysis, creative thought, and verbal expression, all of which are necessary for responsible and creative participation in society. The program offers an approach to learning that addresses each student’s needs and interests. Students are actively involved in defining a program responsive to those needs.

The faculty, which includes scholars, writers, and artists, is deeply committed to teaching. The learning experience centers on small seminar classes. Lang students are intellectual participants in class, posing and responding to compelling questions and challenging one another through informed discussion.

**ACADEMIC PROGRAMS**

**CURRICULUM AND COURSES**

**First Year**

Lang has few required courses, and most of them are in the first year. To begin, all students must take an Advising Seminar (courses listed below). Studies have shown that academic support in the first year helps ensure that new students have successful experiences in college. The Advising Seminar is limited to 15 students per class, which offers students close contact with their faculty advisors. Advising seminars primary content differs with each faculty member, but all are structured to develop skills and knowledge that students use throughout their studies at Lang and beyond.

In the spring semester, all students take Reading NYC. Instructors of Reading NYC classes use their academic specialties to help students see New York in new ways while introducing academic subjects. Topics might include religious diversity in New York, art in the subway, or the problem of garbage in a city of eight million people. This two-credit class meets once a week and includes field trips out into the city.

Students also must take two semesters of Writing the Essay. Many students accepted to Lang have strong communication skills but lack the skills needed to make an effective argument. Writing the Essay helps students think critically, develop ideas, and research issues.

The final course requirement is the First-Year Workshop. This course is led by a seminar fellow, an upper-class student who has received extensive training. This two-credit course helps students succeed in college by discussing topics such as making informed choices, managing time, and studying effectively.

**Freshman Advising Courses**

- LNGC 1000 First Year Workshop
- LNGC 1422 History of the Holocaust
- LNGC 1423 Small Genres
- LNGC 1433 Spiritual Autobiography
- LNGC 1434 Lying
- LNGC 1435 Russian Revolution
- LNGC 1436 Civic Participation
- LNGC 1444 Women and Men in War and Peace
- LNGC 1473 New York in Poetry
- LNGC 1479 How to Read a Play
- LNGC 1483 Personal Mapping
- LNGC 1490 Democracy and Freedom
- LNGC 1502 Drug Cultures
- LNGC 1503 The Making of Economic Society
- LNGC 1504 Movement Improvisation
- LNGC 1505 Rousseau
- LNGC 1543 Poetic Bounty
- LNGC 1544 Groundhog Day
- LNGC 1545 How People Learn

**Sophomore Year**

In their sophomore year, students are encouraged to look into study abroad, internship opportunities, and civic engagement. They also begin to focus on their own academic interests. In the second semester (prior to completing 60 credits), students are expected to declare a major. They must declare before the registration period for the junior year or risk a registration hold. Transfer students admitted with junior standing have a grace period of one semester to declare a major. Students may declare a major sooner if they are certain of their focus. For more information, schedule an appointment with the sophomore class advisor or visit the academic advising section of the website.

**Junior Year**

In their junior year, students take upper-level courses for more in-depth study of their academic interests. During this year, they clarify the requirements for their declared majors and determine which requirements remain to be satisfied. They also explore how these academic interests fit into their post-graduation plans. All students at Lang must complete a senior capstone requirement in their major or interdisciplinary program. In the second semester of their junior year, they conduct preliminary research for the capstone project. The senior capstone requirement can be satisfied with an individual project, a collaborative project, or (in some programs) a special seminar. (Be aware that a senior seminar may have course prerequisites.) Students should meet early with their advisor, chair, and/or the junior class advisor to discuss their plans.

**Senior Year**

All seniors must indicate how they plan to satisfy the senior capstone requirement by filling out a declaration form available from Academic Advising. The capstone requirement must be completed in the student’s major unless a special exception is made. Students should consult with the chair (or
Courses include:

environmental issues.

These courses, denoted by the subject code LWEL, offer Lang Outdoors and Wellness Courses.

Arts in NYC, Lang at Judson Church, and Seeing Performance.

Experiential Courses

Lang experiential courses draw on the intellectual and cultural riches of New York City. Many of these courses include admission tickets to cultural and artistic sites and events around the city. NOTE: Students may take only one experiential course per year. These courses are two credits and may be graded pass/unsatisfactory. Recent offerings include Arts in NYC, Lang at the Guggenheim, Lang at Judson Church, and Seeing Performance.

Lang Outdoors and Wellness Courses

These courses, denoted by the subject code LWEL, offer physical challenges while exploring political, cultural, and environmental issues.

Courses include:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LWEL 2001</td>
<td>Urban Cycling</td>
</tr>
<tr>
<td>LWEL 2002</td>
<td>New School Mariners</td>
</tr>
<tr>
<td>LWEL 2004</td>
<td>Lang Marathon Team</td>
</tr>
<tr>
<td>LWEL 2015</td>
<td>Lang Mural Action</td>
</tr>
<tr>
<td>LWEL 2115</td>
<td>Pilates</td>
</tr>
<tr>
<td>LWEL 2125</td>
<td>Yoga: Philosophy and Practice</td>
</tr>
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<td>LWEL 2130</td>
<td>Buddhist Meditation</td>
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<td>LWEL 2206</td>
<td>Lang Community Gardens</td>
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<td>LWEL 2208</td>
<td>Urban Forestry</td>
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<td>LWEL 2209</td>
<td>Oyster Gardens of NYC</td>
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<td>LWEL 2210</td>
<td>Land Public Art Squad</td>
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<td>LWEL 2211</td>
<td>Sustainable Gardening</td>
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<td>LWEL 2301</td>
<td>Lang Mural Project</td>
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Programs and Special Courses

Independent Study

A junior or senior with prior coursework in a specific area may undertake independent study to explore a focused topic not normally offered in the curriculum. The student works with a full-time faculty mentor who has agreed to supervise the independent project. Proposals for independent study must be submitted prior to the semester in which they are to be carried out. The student must complete an independent study contract, which includes a description of the proposed course of study, a bibliography or reading list, and the schedule of planned contacts with the advisor. The contract also requires the signatures of the supervising faculty member, departmental chair, and associate dean. A student may not register for independent study without the written approval of the associate dean. The contract form is available in the associate dean’s office and the Academic Advising Office.

Seminar Fellows Program

This program places qualified students as facilitators of the First-Year Workshop, a workshop designed to assist first-year students with the transition to Eugene Lang College. Participation in the program is selective. Students receive extensive pre-service training. During the semester of service, seminar fellows register in a four-credit seminar with weekly meetings while they conduct the 2-credit weekly workshops for first-year students. Seminar fellows also maintain regular communication throughout the term with the assigned faculty advisor for their students, with particular attention to students experiencing problems with the transition. The workshop assists students with critical issues such as understanding and appreciating diversity, time management, study skills, substance abuse and risk, and wellness.

Integrative Courses

In general, an integrative course teaches ways of thinking and inquiring in more than one discipline. It is often the first course a student takes in an area of study. When students identify an area that they are particularly interested in, they may go on to study that subject in depth. Integrative courses recently offered include Race, Class, Ethnicity, and Gender; Energy and Sustainability; and History/Fiction/Criticism in Latin America.

Senior Capstone

All students must complete a senior capstone in their major or interdisciplinary program. Depending on a student’s department, the capstone requirement may be satisfied through completion of an individual project, a collaborative project, or a special seminar course. Some departments require a prerequisite course before signing up for the capstone. Contact the Academic Advising Office for forms and procedures.

Internship Program

Internships and civic engagement are invaluable components of the undergraduate program in liberal arts at Lang. Student interns receive professional guidance, gain practical experience, develop confidence in their abilities, and establish
a professional network of contacts. Students can pursue internships for academic credit in many fields, including publishing, politics, health care, the arts, radio, television, music, online media, nonprofit administration, and environmental activism. Most recently, Lang students have landed coveted spots at MTV, HBO, Beth Israel Hospital, the Village Voice, Sony Entertainment, Gay Men’s Health Crisis, Miramax Films, and the ACLU.

**Internship Seminars**

Lang’s internship seminars give students the tools they need to get the most out of these unique opportunities to gain professional work experience. Students can use the internship database on the website to find an internship that is right for them, visit the Career Development Office for additional resources in the internship search process, or both. To learn more, visit the “Beyond the Classroom” section of the website.

**Civic Engagement and Social Justice**

Civic engagement is the practice of reciprocal and self-reflexive engagement that brings communities into contact with each other and creates spaces where the relationship between power, knowledge, and social action can be studied. At Lang social justice is considered the ethical core of liberal arts education, so learning through civic engagement courses, projects, and programs is much more than volunteer work. It integrates purposeful public service with academic grounding, instruction, and reflection. Lang students can participate in alternative spring break trips, intern with grassroots organizations addressing community issues or engage in a community-based learning course domestically or internationally.

**Fall and Spring Arts Productions**

Lang Arts not only stages regular fall and spring dance and theater productions, it also hosts events and displays the work of Lang students throughout the year. Examples include:

- **Spring Arts Festival**: Student and faculty work in dance, music, theater, and the visual arts is presented.
- **Senior Work Festival**: Highlights of senior work projects conceived by Lang Arts students are shown.
- **The Skybridge**: Lang students and faculty create and curate rotating art and sound exhibitions in this gallery.
- **Visiting Artists**: Each semester Lang Arts hosts a visiting artist from the visual arts, theater, dance, or music.

**Study Abroad**

Students can expand their horizons and develop a global perspective through study abroad. More and more students decide to spend a semester or academic year abroad, even incorporating internships and volunteer projects into their experiences. Lang offers in-house programs, which are sponsored by the college, and approved options through other universities and organizations. Lang also offers a number of short-term courses taught abroad during academic breaks.

Students can study anywhere in the world provided they allow enough time for research and planning.

The study abroad advisor helps students match overseas programs with their educational and personal goals (as well as explore scholarship and financial aid opportunities). Although the program choice and preparation for studying abroad is self-directed, administrative support and professional guidance are available throughout the process. Visit [www.newschool.edu/lang](http://www.newschool.edu/lang) and go to “Beyond the Classroom” for more information.

**Short-Term Lang Courses Abroad**

- Cambodia: History and Culture
- Dharamsala: Tibetan Culture and Language
- Germany: Study at the Freie Universität Berlin
- India: History, Culture, and Media in a Changing India
- Italy: Literature and Language in Verona
- Mexico: History and Spanish Language Studies in Yucatán
- Poland: Democracy and Diversity Institute in Wrocław
- Scotland: Studying Theater in Edinburgh
- South Africa: Democracy and Diversity Institute

Note: Not all programs are available every year, and new ones may be added.

**Study Abroad Opportunities with Partner Institutions**

- The American University of Paris
- Australearn
- Boston University International Programs
- The Center for Cross-Cultural Study
- The Council on International Educational Exchange
- Cultural Experiences Abroad
- International Studies Abroad
- Lexia International
- John Cabot University
- Organization for Tropical Study
- Outside Programs and Providers
- Sarah Lawrence College International Programs (exchange)
- The School for International Training
- SEA Semester
- Spelman College
- Study Abroad Italia
- University of Amsterdam (exchange)

**University Curriculum**

The University Curriculum is The New School’s general education program. It provides liberal arts, visual arts, performing arts, and design courses to undergraduates in a variety of settings: lecture, seminar, studio, and laboratory. Undergraduates explore the diverse strengths of The New School and meet faculty and students from across the university. All courses offered through the University Curriculum fulfill general undergraduate liberal arts requirements. The University Lectures fulfill the university requirement for entering freshman and freshman transfers.

University Lecture courses focus on interdisciplinary themes or introduce a single discipline. The courses are three credits and students must sign up for the accompanying discussion section. Lang students entering as freshman are required to
complete a minimum of two university lecture courses (identified by the subject code ULEC). The courses may be taken at any point in the student’s academic career at The New School, but students are encouraged to take them during the second year.

Below is a list of University Lectures Courses scheduled for 2011-2012. Subject to change. Course descriptions are available on the Lang website.

**Fall 2011**

ULEC 2030 Introduction to Microeconomics  
ULEC 2160 Introduction to Psychology  
ULEC 2320 Aesthetics  
ULEC 2400 America is Hard to Find  
ULEC 2610 Not-Owning: Designing  
ULEC 2621 The Dynamic Metropolis  
ULEC 2641 Old Weird America: Music as Democratic Speech  
ULEC 2660 Food and Migrations  
ULEC 2710 India and China  
ULEC 2651 Political Journalism

**Spring 2012**

ULEC 2020 Intro to Macroeconomics  
ULEC 2330 The Left: Old, New, Future  
ULEC 2340 Rethinking Sustainable Design  
ULEC 2490 Design at the Edge  
ULEC 2550 The End of Art  
ULEC 2560 Fiction: An Introduction  
ULEC 2590 Global Environmental Politics  
ULEC 2650 Political Journalism, Past and Present  
ULEC 2690 Collaborating In & Beyond Music  
ULEC 2720 Designing the Global  
ULEC 2730 Sensing the Political  
ULEC 2800 The New School Century

Other University Courses can be found in UGLB (Global Studies), UENV (Environmental Studies) and UURB (Urban Undergraduate) and are open to all Lang students. No special permission is needed. There may be pre-requisites for specific courses.

**Foreign Language Study**

Foreign languages represent a traditional part of the liberal arts curriculum that is increasingly important in the interdependent global community of the 21st century. Knowledge of one or more foreign languages is a valuable asset for students considering graduate school or seeking employment in the international field.

The Department of Foreign Languages in The New School for Public Engagement offers courses in 17 languages open to all full and part-time students at the university. Courses designed to meet the needs of Lang degree students are offered during the day in Arabic, Chinese, French, Biblical Hebrew, Italian, Japanese, Korean Popular Culture (a content course taught in Korean), Latin, and Spanish. Lang students interested in studying Amharic, German, Greek, Modern Hebrew, Korean, Nepali, Portuguese, Russian, and American Sign Language can take evening courses offered through the continuing education program.

**Placement**

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 three-credit course) at the college level. For example, a student who has completed four years of high school Spanish should enroll in Spanish Advanced 1.

Students with a score of four on an Advanced Placement test in a foreign language should enroll in Advanced Level 1. Students with a five on an Advanced Placement test in a foreign language should enroll in either Advanced Level 1 or 2.

Students with questions or with reason to believe that this does not accurately measure their knowledge of a foreign language (e.g., it has been several years since they last studied the language) should either call 212.229.5676 or email foreignlanguages@newschool.edu to set up an appointment to discuss alternate placement.

**Courses at Other Divisions of the University**

Lang students may be able to take courses offered by other divisions of the university, usually to complete electives. Catalogs of other divisions are available on each division’s website. Students should consult with their academic advisors about available courses and registration procedures. Be advised that courses offered by other divisions may operate on different schedules than Lang courses. Studio and performance courses count toward the 30 credits (maximum) of non-liberal arts coursework that may be applied toward the BA degree at Lang and the 60 credits (maximum) of non-liberal arts coursework that may be applied toward the BS degree at Lang.

**Parsons The New School for Design**

Besides the dual-degree BA/BFA program, Parsons offers a number of courses that may be open to Lang students, especially in the field of art history. These courses are included in the online class schedule and the published materials that are distributed to Lang students prior to registration. All cross-listed courses are denoted with the subject prefix P (e.g., PLAH (Art History) or PLDS (Design Studies)). Students can register through MyNewSchool for these classes and do not need special permission. Other Parsons courses open to Lang students may have restrictions due to prerequisites in the arts and/or available studio space. For these classes, students need special permission to register and should contact the appropriate department. Certain courses require a portfolio to ensure prerequisite skills are satisfied. Students are also eligible to register for courses through the continuing education division of Parsons. Visit the SPACE website.
The New School for Public Engagement

The New School for Public Engagement offers continuing education courses for undergraduate credit in many disciplines. Only juniors and seniors at Lang are permitted to register for continuing education courses, except in foreign languages. Students cannot register for more than two continuing education courses per semester. For more information, students should refer to The New School continuing education bulletin, usually available in the lobby at 66 West 12th Street. With the exception of foreign languages, these courses will not count toward the minimum requirement of 88 credits completed in residence at Lang. (Students are advised that these courses may default to noncredit at registration; make sure you are registered for credit.)

Mannes The New School for Music

Mannes’ extension division offers conservatory courses in instrumental and vocal performance, composition, conducting, music theory, music history, technology, and opera. Permission to register for music courses is based on space availability, program approval, and the completion of prerequisites. Some performance and orchestra courses require an audition or placement test. For more information, visit http://www.mannes.edu/extension/index.jsp or call 212.580.0210 x4825.

The New School for Jazz and Contemporary Music

Jazz courses often have sequenced prerequisites and limited enrollment. Students from other divisions are generally restricted from taking performance classes but are allowed to register for academic lecture courses (e.g., Music History) and ensemble groups (e.g., Gospel Choir). Students should contact the director of Academic Affairs if they are interested in a course that is not crosslisted.

Graduate Programs

The New School for Social Research (NSSR) offers courses in anthropology, economics, historical studies, liberal studies, philosophy, politics, psychology, and sociology. The Milano School of International Affairs, Management, and Urban Policy in The New School for Public Engagement offers courses in international affairs urban policy analysis, nonprofit management, organizational change, and sustainability management.

Lang students can take selected courses at both schools. These courses are included in the online class schedule and published registration materials. All crosslisted graduate courses are numbered at the 4500-level and designated with an undergraduate subject code (e.g., LHIS (History) or LPOL (Politics)). Juniors and seniors can register for these courses through MyNewSchool without special permission. Juniors and seniors may also register for graduate courses that are not cross-listed if they have fulfilled all prerequisites and obtain the permission of the instructor and the graduate student advisor from the appropriate department.

Note: Students admitted to a bachelor’s/master’s combined degree program always register for courses in consultation with the designated graduate advisor.

The New School for Drama: Undergraduate students cannot register for courses at The New School for Drama.

Lang–Cooper Union Exchange Program

Students interested in registering for courses at the Engineering School of Cooper Union must have a firm foundation in mathematics, specifically pre-calculus (and, in some cases, calculus) and extensive high school science. In addition to these high school requirements, students must have taken at least one math or science course at Lang with a faculty member in Interdisciplinary Science. Note that many Cooper Union courses also have prerequisites with which Lang students must comply.

For more information about the exchange program, and applying for, contact Professor Jennifer Wilson at wilsonj@newschool.edu about mathematics and computer science or Professor Bhawani Venkataraman at venkatab@newschool.edu about biology, chemistry, or physics. Lang students are also able to register for courses in the Art School, Architecture School, and Humanities Program. Speak with the assistant director of advising for assistance with registration.

Programs Available at Other Colleges and Universities

Study away from The New School is normally undertaken in the sophomore or junior year. Students should consult with their faculty advisor and academic advisor in advance. Students who have already declared should consult with the chairperson of their major or program. This meeting should occur early enough to ensure the proposed program fits the student’s overall course of study and leaves enough time to fulfill the senior residency and graduation requirements. Study away is normally approved for one semester (any extension must approved by the assistant dean of students).

Prior approval from the assistant dean of students is required if a student wants Lang to accept credit for courses taken elsewhere. These credits will count toward the maximum of 60 transfer credits permitted. For more information about the evaluation process for transfer credits, visit www.newschool.edu/lang (select “Academic Advising” from the Academics Menu, followed by “Transfer Students”).

Summer Study

Lang has limited credit options available during the summer. Students may complete a maximum of 12 credits in summer programs offered through other divisions of The New School and a maximum of nine credits at other colleges. To take courses at another institution for transfer credit, students should first receive approval from the assistant dean of students or their class advisor.

Transfer Credits for Continuing Students

Continuing students who plan to take courses at another accredited institution must obtain advance approval in order to transfer those credits to Lang. Provided satisfactory grades are earned (minimum C), the credits can be approved and posted onto the student’s transcript by the Office of the Registrar.
Note: The New School does not transfer letter grades or grade points, only the pre-approved number of credits. Also, transfer credits do not automatically satisfy requirements for a particular major or program. Students who hope to apply transfer credits to their major must obtain permission from the appropriate chairperson prior to taking the course.

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**AFTER LANG**

**Preparing for a Career**

Most Lang students eventually go on to graduate or professional school. In addition to a library of graduate school resources, Lang offers workshops to help students with the application process for advanced study. Lang graduates have chosen to study at a wide range of institutions, including Harvard, Columbia, Stanford, Georgetown, the Tyler School of Art, Middlebury, Fordham, Rutgers, New York University, Indiana University, the London School of Economics, The New School, Brooklyn Law, the University of Chicago, and the University of Southern California. Students have become journalists, doctors, lawyers, community organizers, writers, social workers, teachers, musicians, artists, marketing directors, stage managers, bankers, publishers, jewelers, antiques dealers, and more. Many eventually start their own businesses. For more information about job placement and career development at Lang, visit [www.newschool.edu/lang/subpage.aspx?id=944](http://www.newschool.edu/lang/subpage.aspx?id=944).

**Alumni Relations**

Lang alumni officers keep graduates connected. For more information, email alumni@newschool.edu or visit [www.newschool.edu/lang/subpage.aspx?id=270](http://www.newschool.edu/lang/subpage.aspx?id=270).


**AREAS OF STUDY**

All students are required to complete an area of study for graduation, which can be either a major leading to bachelor’s degree in that area of study or an interdisciplinary program within the Liberal Arts major. Information about options and requirements can be found within each area of study section.

Unless majoring in Liberal Arts, Lang students have the option to elect an academic minor, although a minor is not required. Lang students can minor in any of the major disciplines (except Liberal Arts, Environmental Studies, and Urban Studies), provided it is not their major area of study. If a student majors in an area of study with multiple concentrations (e.g. The Arts), the student may not minor in the same area of study with a different concentration.

In addition, Lang students may opt to supplement their major area of study with a smaller course of study focused on one subject area (such as Jewish Studies and Race and Ethnicity). Courses in these areas may also be used in the self-designed Liberal Arts major.

In general, areas of study allow students to make connections between different topics and ideas. Many faculty members from other divisions teach courses at the college which exposes Lang students to the academic richness of the university. An area of study leads to an advanced and specialized knowledge of a particular subject. Advanced students are also permitted to take designated graduate-level courses.

Students must declare an area of study between the beginning of the fourth and fifth semesters. (Transfer students entering with 60 credits may take one additional semester before declaring.) While students must declare their chosen area at this time, they may change it after consulting with their faculty advisor. Students must make sure they have time to complete the necessary courses in their chosen area. The following rules apply to all areas of study:

- Each area of study consists of a total of 13 courses, including senior work. A student must receive at least a C for the course to count toward the requirements. (There is a special grade minimum in Literary Studies.)
- Each student works out, in consultation with his or her advisor, a program of study that fulfills the area of study requirements and satisfies the student’s academic interests.
- The chair or director of an area of study makes the final decision as to what courses count toward fulfillment of the requirements and what exceptions are permissible, including the following:
- Transfer students may receive approval to apply up to three total courses taken at other institutions to fulfill major or interdisciplinary program requirements, as determined by the program chair. Students admitted with 30 to 44 credits may be permitted to apply one course; students with 45 to 60 credits may be permitted to apply up to three courses. Transfer students wishing to apply transferred courses to their major area of study must have the courses evaluated by the chair or director of the program. The syllabi are often required to make a final determination.
- Students studying abroad or away may take up to three courses toward their area of study at the host institution, subject to preliminary review and final approval upon their return.
- BA students interested in taking courses at Parsons The New School for Design, Mannes College The New School for Music, or The New School for Jazz and Contemporary Music should contact their area of study chair or director.
- A senior experience project linked to a student’s area of study may be counted as one of the required courses.
- Up to two internships may be counted.
- Students in the Lang-Parsons and Lang-Jazz combined BA/BFA degree programs may apply up to three courses from other divisions toward their area of study.

**Senior Capstone**

As part of their area of study, students must complete a senior work project, which consists of a seminar or an independent or collaborative project.

**Areas of Study Offered**

**Majors**

Eugene Lang College offers the Bachelor of Arts degree in:

- The Arts (includes concentrations in Arts in Context, Dance, Music, Theater, and Visual Arts)
- Culture and Media
- Economics
- Education Studies
- Environmental Studies – BA or BS (BA students can concentrate in Urban Ecosystems or Environment, Society and Public Policy; BS students can concentrate in Urban Ecosystems or Sustainable Design)
- Global Studies
- History
- Interdisciplinary Science (includes focused tracks in Biology of Health, Science of the Environment, and History and Philosophy of Science)
- Liberal Arts (includes self-designed programs as well as an optional guided area of study in Social Inquiry)
- Literary Studies (Literature or Writing concentrations)
- Philosophy
- Politics
- Psychology
- Urban Studies

**Important:** Students majoring in Liberal Arts may not elect a minor nor a double major.
Minors

Students can minor in the following subject areas:

- The Arts: Dance, Music, Theater, Visual Arts
- Chinese Studies
- Culture and Media
- Economics
- Ethnicity and Race
- French Studies
- Gender Studies
- Global Studies
- Hispanic Studies
- History
- Interdisciplinary Science
- Japanese Studies
- Jewish Studies
- Literary Studies: Literature or Writing
- Philosophy
- Politics
- Psychology
- Religious Studies

Lang Course Codes

LANT  Anthropology (part of Social Inquiry)
LARS  Visual Arts
LCST  Culture and Media
LDAN  Dance
LECO  Economics (also part of Social Inquiry)
LEDU  Educational Studies
LFYW  First-Year Writing
LHIS  History
LINA  Integrated Arts
LIUE  Lang Institute of Urban Education
LLSL  Literary Studies (Literature)
LLST  Literary Studies
LLSW  Literary Studies (Writing)
LMOB  Lang Mobility Courses
LMTH  Math
LMUS  Lang Music
LNGC  General Interest Courses
LPHI  Philosophy
LPOL  Politics (also part of Social Inquiry)
LPSY  Psychology
LREL  Religious Studies
LSCI  Science
LSOC  Sociology (part of Social Inquiry)
LTHR  Theater
LURB  Urban Studies
LWEL  Wellness and Outdoor Offerings

University Wide Course Codes

UENV  Environmental Studies
UGLB  Global Studies
ULEC  University Lectures
UURB  Urban Undergraduate Courses

THE ARTS

Chair: Ivan Raykoff

The Arts at Eugene Lang College is an innovative major comprising five integrated programs: Dance, Music, Theater, Visual Arts, and Arts in Context. Students explore their intellectual interests and creative abilities within their chosen fields of study through individual as well as collaborative work.

The curriculum highlights the arts within a liberal arts framework, balancing broader academic study and research with creative experimentation and hands-on practice. It also carries on The New School’s renowned commitment to social and cultural inquiry, regarding the arts as a powerful tool for awareness and change.

Lang’s unique curriculum aims to bridge the gap between the various arts. While students explore their own discipline within each individual program in Dance, Music, Theater and Visual Arts (as well as the independently designed Arts in Context program), they are also required to take four integrative classes (including a course on aesthetics) to share their common artistic and learning experiences.

With its tradition of innovation in the arts from Martha Graham to John Cage, The New School today provides a variety of arts courses to Lang College students. Mannes is the university’s classical music conservatory with an Extension Division where students can take additional music courses and private lessons. The Jazz and Contemporary Music program presents numerous concerts both on campus and in the city. Parsons offers courses, exhibitions, and lectures in the visual arts, while the New School’s Drama program presents theater performances. There are numerous cross listed courses in these divisions for Lang students each semester. There is also the five-year BA/BFA program whereby students combine a BA degree from Lang with a BFA from Parsons or the Jazz and Contemporary Music program.

After graduation many students pursue advanced study in their fields and go on to careers in professional ensembles and companies, arts foundations, or publishing firms. Backed by a strong liberal arts background, Arts graduates have enhanced their potential for rewarding careers as creative, articulate, and informed individuals.

The Five Concentrations: Arts in Context, Dance, Music, Theater, and Visual Arts

Arts in Context

Program Coordinator: Colette Brooks

The Arts in Context program allows students to study a fine art and a liberal art in a mini double-major. This independently designed curriculum serves students with strong but diverse interests, and emphasizes the study of the arts in a broader intellectual and cultural context. Students have combined the study of music with philosophy, the visual arts with psychology, dance with culture and media, and theater with
education studies. Sometimes, with permission, students combine the study of two arts. Upon entering the program, students are required to write a path statement articulating their two interests and the rationale for studying them. Each student's individualized program of study is approved in consultation with the program coordinator. Arts in Context Students may also apply to the International Arts: Arts in Context program at the American University of Paris to study abroad during their junior year.

Courses for Arts in Context are drawn from across the entire Lang curriculum, and may include relevant courses from other university divisions, such as Parsons The New School for Design or Mannes College The New School for Music, as well. Students are encouraged to design their individual curricula carefully with the program coordinator to ensure a range of courses in both areas of interest that includes both Intermediate and Advanced courses. Arts in Context students must also take TWO of the LINA courses required of every arts concentration; one of those two courses must be an Aesthetics course.

Because Arts is Context is an individualized program, students have a number of options for their senior project. Some may choose to join the performative senior experiences offered in the Theater or Dance programs, or the new nonperformative group seminar open to all arts seniors. Others may write a rigorous independent essay under the guidance of an advisor, or combine a curatorial or photographic project with an essay. A written component is required of all Arts in Context senior projects.

Dance

Program Coordinator: Neil Greenberg
Situated in the Arts major at Eugene Lang College, the Dance track combines intensive dance training with a liberal arts education, and fuses contemporary training with innovative courses in history, theory, and collaborative arts. Contrary to the conservatory model, where dance students spend a majority of their time in studios, students at Lang explore dance in a liberal arts framework. Conversation is fostered among the arts and students are encouraged to think about dance in social, historical, and cultural contexts, through a variety of disciplinary lenses. This approach encourages aspiring dancers and choreographers to think about their roles in society, as well as the kind of artists they want to become.

The curriculum emphasizes a sense of social responsibility without being didactic about what that might mean. Studying dance at Lang is not only about learning the history of one’s discipline, or training to become a performer or choreographer (although one certainly can do these things with a high level of sophistication), it also involves looking to dance in order to think about the world. Students learn to think critically with and about their art, and they graduate with the skills necessary to explore, research, and engage in thoughtful discourse about whatever field they choose, be it dance or something related.

Lang’s location in New York City presents unsurpassed opportunities for undergraduates studying dance. Students attend a variety of theater events, dance performances, concerts, lectures, films, and museum exhibitions, and gain access to the NYC performing arts libraries. Because Lang is located in the heart of New York City, the dance faculty are among the finest at any school or conservatory. Students are exposed to some of the most prominent artists working in the field today. Lang dance faculty and guest artists are active professionals in New York City and are a valuable resource in the transition that students make into the professional world as performers, choreographers, company directors, teachers, dance historians, or critics.

Music

Program Coordinator: Ivan Raykoff
The Music concentration within The Arts at Eugene Lang College is an innovative program for undergraduate music studies in a liberal arts context. This program explores the vibrant global diversity of contemporary musical life along with music’s broader social, cultural, political, and philosophical concerns. It also highlights creative musical thinking and music-making in the spirit of The New School’s significant history of modern experimentation in the arts.

The curriculum of the Music concentration is structured around three focus areas: popular and global music; music technology; and music history, theory, and criticism. Lang students explore “contemporary music” in the broadest definition of that phrase, whether classical or popular, local or global, mainstream or underground, canonical or cutting-edge music genres. New York City presents a wealth of opportunities for students to experience music of all styles and eras. Courses regularly include outings to Lincoln Center, Carnegie Hall, The Brooklyn Academy of Music, and Symphony Space; events at more experimental venues such as The Kitchen, Le Poisson Rouge, The Stone, and Issue Project Room; and excursions to The Metropolitan Museum, The Museum of Modern Art, the Steinway piano factory in Queens, and The Dream House. Internships with local music and arts institutions tap into the city’s diverse cultural resources to facilitate students’ professional development and their practical experience in many different fields of creative work.

By examining the past, present, and the rapidly evolving future of contemporary musical life, graduates of this program are uniquely prepared for further studies in music or related fields, and professional careers as composers, performers, producers, critics, journalists, and arts managers.

Music at The New School
Contemporary music has long played an important role at The New School. Since the 1930s, the school has championed modern and experimental music by supporting composers and performers who went on to make their mark in the history of the arts.

In 1927 music critic Paul Rosenfeld recruited Aaron Copland to take over his lectures on modern music. With Roger Sessions, Copland organized the famous Copland-Sessions concerts, debuting their own compositions and works by Virgil Thompson, Roy Harris, and Walter Piston. In 1930 Henry Cowell joined Copland on the faculty; composers Ernst Toch and Hans Eisler and the musicologist Charles Seeger
also taught at The New School during a notable decade of musical innovation and experimentation. Copland's well-known book *What to Listen for in Music* (1939) is a collection of his New School lectures. Henry Cowell's landmark book *American Composers on American Music* developed from a 1933 symposium on contemporary music at the school, and his course "Music of the World's Peoples" helped to establish the field of ethnomusicology and inspired younger composers such as John Cage and Lou Harrison. In the late 1950s, John Cage offered his famous "Experimental Composition" courses, challenging virtually every convention of traditional concert music and influencing several major artists of the New York School and Fluxus movement. John Watts, a pioneer of synthesized music, established the Composers Theatre residency at The New School in 1969 and developed one of the first academic electronic music programs in the country.

In 1941, The New School became the first school to offer a course on jazz history from a scholarly perspective. Taught by British authors and historians Leonard Feather and Robert Goffin, the course brought an incredible array of jazz artists into the classroom, including Teddy Wilson, Jimmy Dorsey, Cy Oliver, James P. Johnson, Benny Goodman, Earl Hines, and Louis Armstrong, among others. Jazz appreciation courses continued in the 1950s with renowned jazz historian Marshall Stearns and in the 1960s with jazz editor Martin Williams. In 1986 what is now The New School for Jazz and Contemporary Music was established, and it has since provided exceptional training in performance, jazz history, and music theory for undergraduates, including Lang students who take cross-listed courses there.

Founded in 1916, the Mannes College of Music, located on the Upper West Side, is a renowned conservatory for classical music studies which joined The New School in 1986. Through its Extension Division, Lang students take courses in performance, composition, theory, history, and career development. The Schneider Concert Series has presented chamber music ensembles and concert artists at The New School since 1957. This series highlights outstanding and promising young musicians and ensembles early in their careers, and presented the New York Debuts of pianist Peter Serkin, the Guarneri and Cleveland String Quartets, as well as artists like pianist Murray Perahia and cellist Yo Yo Ma before they came to wide public attention.

Through the Art Work’s series, important artists from all disciplines are invited to discuss their work and practice with students. Civic engagement is an integral part of the theater program and many students choose to serve in the community through the "I Have A Dream" Drama Program." Internships with theaters, film production companies, and arts organization offer students both hands-on learning and vital connections to the professional world. Students initiate numerous performance events in which they offer their colleagues the opportunity to write, act, and direct. Alumni events promote Lang graduates and the legendary La Mama Theater provides a unique atmosphere for alumni to perform for their peers and community while furnishing the possibility of recognition by industry professionals.

The New School has a distinguished legacy not only as a center of progressive education but also as being a champion of interdisciplinary theater artists for more than half a century. While he was in exile during World War II, German theater director Erwin Piscator, a pioneer in the use of media in theater and in documentary theater, started the Dramatic Workshop at The New School. It attracted many actors and directors who went on to illustrious careers on Broadway and in experimental theater. The legendary Group Theatre also offered classes at the workshop. In the late 1950s, John Cage gave some of the most influential classes in American arts education, spawning new performance, dance, media, music, and poetics in the downtown arts scene. Closer to our own time, the performance poet Sekou Sundiata brought new forms of art-making and world cultural awareness to the New School.

**Visual Arts**

**Program Coordinator: Simonetta Moro**

Consistent with the philosophy that guides the Arts major at Eugene Lang College, the Visual Arts program provides distinctive undergraduate studies in visual art within a liberal arts context. Featuring interdisciplinary and multidisciplinary seminar and the studio formats, the curriculum emphasizes the history and practice of visual arts and allows students to explore a broad range of media. Art history courses highlight both modern and contemporary art themes within a rigorous framework, while courses in drawing and contemporary art foster individual expression and critical engagement without sacrificing a solid foundation. At Lang, we are committed to the idea of art as an intellectual activity, acknowledging its historical role within the liberal arts system.

Visual Arts at Lang stresses the important interaction between theory and practice by providing the hands-on components traditional seminars lack and integrating reading and writing into studio courses. Because Lang's flexible schedule allows for a more rounded and inclusive education, the majority of visual arts students spend less time in studios than their peers in traditional art schools. Consistent with The New School's commitment to social and cultural inquiry, students are encouraged to engage art with reference to wider context. Whether that context is social or environmental, the Visual Arts program promotes the creation of art that reflects political, technological, and philosophical concerns.
Areas of studies within Visual Arts include drawing, photography, art history, and curatorial practices. Students may also take advantage of the numerous courses cross-listed with Parsons The New School for Design. Students who are interested in pursuing a dual degree may undertake a BA/BFA program at Lang and at Parsons.

Lang’s location in Greenwich Village is conducive to the study and enjoyment of art in all medias. Once home to a vibrant artists’ community, the Village is near the major art gallery hubs of SoHo and Chelsea, as well as the more recent galleries of the East Village, the Lower East Side, and the Meatpacking district. Courses regularly include outings to these venues and institutions such as the Museum of Modern Art, the Rubin Museum, the Guggenheim Museum, the Brooklyn Museum, the Metropolitan Museum of Art, and the New Museum. The New School has developed partnerships with many of these institutions and offers courses tailored around specific exhibitions and related topics.

A burgeoning visiting artist program brings workshops and presentations by eminent artists to Lang. Visiting artists to Visual Arts have included Eve Mosher, Martha Rosler, the group "Artists Against the War," and Alyce Santoro.

The college hosts exhibitions in a variety of media at The Skybridge Art and Sound Space. Students registered in the Skybridge Curatorial Project class curate and install three shows per semester, ranging from work made by students or visiting artists to class project showcases. Students enrolled in Skybridge Soundscape (IS) are in charge of arranging and curating the sound installations for these exhibitions.

Internships with local art venues and art institutions help students develop professionally and give them real-world experience by tapping into New York City’s vast cultural resources. Graduates in the Visual Arts track are prepared to be professionally active as, among many other things, artists, curators, art historians, art writers, photographers, photojournalists, educators, cultural promoters and community organizers.

A Faculty of Working Artists

Arts faculty members bring to the classroom their own experience and expertise as innovative artists, musicians, actors/directors and scholars. They are regularly involved in exhibitions and performances in New York, nationally, and internationally. Faculty often collaborate with each other to create integrative courses and performances. Each year the College also invites distinguished Visiting Artists and guest presenters to work with students through master classes, workshops, and public presentations.

Student Showcases

Lang Arts presents events showcasing the work of arts students, as well as regular fall and spring theater productions.

Curriculum: Requirements for the Major in The Arts

The major in The Arts leads to a BA in the Arts. It requires completion of 13 courses. The Arts major offers concentrations in Arts in Context, Dance, Visual Arts, Music, and Theater. In addition to the major, students have the option, if majoring in a different program, to elect an academic minor in one of The Arts concentrations. Students interested in completing the minor should review the minor curriculum listed later.

Completion of the major in The Arts requires 12 courses plus a Senior Capstone, including an Aesthetics course, Integrative Arts courses and additional courses in one of the five concentrations:

- Arts in Context Concentration
- Dance Concentration
- Music Concentration
- Theater Concentration
- Visual Arts Concentration

Senior Capstone: Either a senior seminar in the student's concentration (or in Integrated Arts-LINA), or an individual or collaborative independent project.

Note: The Arts offers several two-credit Experiential and Out and About courses, such as Lang at the Guggenheim, Lang at Judson Church, and Arts in NYC. Only two of these courses may be applied toward the major;

for this purpose, two two-credit courses are considered the equivalent of one elective course.

*Some Integrative Arts (LAIC) courses also fulfill individual concentration requirements. An LAIC course used to fulfill the individual concentration requirements will not be counted as one of the four required Integrative Arts courses.

The Arts: Arts in Context Concentration

The Arts in Context concentration is intended for students wishing to create an integrated program situating one of the arts within the context of another academic discipline, such as literature or politics or sociology. Courses are chosen in consultation with the major advisor. A written path statement, explaining the student’s intended curriculum and rationale, is required.

Arts in Context requires completion of 12 courses plus the Senior Capstone, as follows:

- Five courses in one of the Arts disciplines (Dance, Music, Theater, or Visual Arts), including one course with a historical focus
- Five courses in one of the Liberal Arts areas of study
- ULEC 2320 Aesthetics or another designated course in aesthetic theory
The Arts: Dance

The Dance track of the Lang Arts major is for students who wish to study dance within the broad context of a liberal arts curriculum. Many courses in the dance curriculum are suitable for students of all levels and the participation of non-majors is encouraged. Students interested in studying dance can also opt for the Arts in Context track, where they combine the study of dance with a specific liberal arts concentration.

Course Distribution Requirements for a Major in The Arts in the Dance Track

• One additional Integrative Arts course identified by the subject code LINA (subject code LAIC before Fall 2010)
• Senior Capstone project, either the Senior Seminar or an Individual or collaborative independent project

The Arts: Dance Concentration

The Dance track of the Lang Arts major is for students who wish to study dance within the broad context of a liberal arts curriculum. Many courses in the dance curriculum are suitable for students of all levels and the participation of non-majors is encouraged. Students interested in studying dance can also opt for the Arts in Context track, where they combine the study of dance with a specific liberal arts concentration.

Course Distribution Requirements for a Major in The Arts in the Dance Track

• A course in aesthetics: ULEC 2320: Aesthetics or another designated course in aesthetics
• Three Integrative Arts courses: identified by subject code LINA (this was LAIC before Fall 2010)
• First Year Seminar in a dance-related subject
• Movement Improvisation: A Way of Knowing (Fall 2011)
• Two Choreographic Research courses
  o Choreographic Research Introduction
  o Choreographic Research Continued
• Foundations in Dance Studies
• One Dance History course
  o Dance History: From Ritual to Romanticism
  o Dance History: Petipa to Postmodernism
• 10 credits of Movement practice courses (currently 2-credit and 1-credit courses are offered)
  o Moving with Somatics Introduction (required)
  o Moving with Somatics Continued
  o Modern Dance Practices
  o Ballet Practices Introduction (required)
  o Ballet Practices Continued
  o West African Dance Practices
  o Urban Dance Practices
  o Contact Improvisation Practices
• Repertory Courses (at least 3 from the choices below)
  o Repertory A
  o Repertory B
  o Movement Research AIR (Artist in Residency) Repertory
  o Dance Residencies
• Four credits in dance elective course(s) (examples below)
  o Vogue'ology
  o I Have A Dream: Dance in Education
  o Lang at Judson Church
  o Dance History (a second course, in addition to major requirement)
  o Politics of Improvisation
  o Debates in Performance Studies
  o Ephemeral Art
  o Performance/Phenomenon
  o Practical Side of Performance
  o Arts Media Toolkit
• Experiential Anatomy Studio Seminar (offered every other year)
• Music and the Body (offered once every two years)
• Senior Capstone chosen from:
  o Senior Seminar
  o Individual independent project

Minor in Dance

Course Distribution Requirements for a Minor in Dance

• Two Integrative Arts courses (designated at LINA) OR one Integrative Arts course and ULEC 2320 Aesthetics
• Three liberal arts courses approved for the Dance concentration (minimum of 10 credits)
• Three Movement Practice and/or Choreographic Research courses

The Arts: Music Concentration

Students who wish to undertake music studies in the Arts have two options: the Music concentration and the Arts in Context concentration.

The curriculum of the Music concentration is structured around three focus areas:

Courses on popular and global music exploring both mainstream and alternative genres, international repertoires and musical practices, as well as the musical life of immigrant and diasporic communities within New York City

Courses in music technology and new media focusing on the digital production and distribution of music as well as the uses of music in film, video, and other media

Courses in music history, theory, and criticism, including music philosophy and aesthetics, the poetics of music, the
study of music in its social and cultural contexts, and interdisciplinary connections linking music and the other arts. Most courses in the Music curriculum are suitable for students of all levels of musical training and experience, and many courses do not require the ability to read traditional music notation. Prerequisites (such as Fundamentals of Western Music, or Global Perspectives on Music) are noted in individual course descriptions.

Lang students can also enroll in other music courses, performance ensembles, and private lessons through Mannes College The New School for Music; The New School for Jazz and Contemporary Music; and Parsons The New School for Design. For students interested in study abroad, Lang College occasionally offers a summer course, "Music in Berlin," in collaboration with the FUBIS program at the Free University in Berlin.

Requirements for Music Concentration in The Arts

The Music concentration within the Arts major requires twelve courses plus the Senior Capstone, as follows:

- Two courses in Western Music, including "Fundamentals of Western Music"
- Two courses in World or non-Western Music, including "Global Perspectives on Music"
- Four additional Music courses chosen by the subject code LMUS

ULEC 2320: Aesthetics, or another designated aesthetics course

Three additional Integrative Arts courses identified by the subject code LINA (LAIC before Fall 2010)

Senior Capstone project, either the Senior Seminar or an Individual or Collaborative Independent Project

Minor in Music

Students majoring in a different program at Lang College may choose the Music minor, which requires the following six courses:

- Two Integrative courses identified by the subject code LINA (LAIC before Fall 2010); ULEC 2320: Aesthetics may count as one of these courses
- Four music courses identified by the subject code LMUS, including at least one introductory, two intermediate, and one advanced course

Arts in Context: Music Concentration

Students interested in studying music may also choose the Arts in Context concentration, where they combine the study of music with any liberal arts area. For example, students can study music criticism and journalism by taking courses through Literary Studies and Writing, while other majors and minors (such as Psychology, Urban Studies, and Social Inquiry) also provide wider contexts for music studies. See the Arts in Context section above for further information about this option.

The Arts: Theater Concentration

Students who wish to undertake theater studies in the Arts have two options: the Theater concentration or the Arts in Context concentration. The Lang Theater program mounts two major theater productions per year in addition to smaller events often initiated by students.

For the Theater concentration, students must complete

- One theory course
- One production course
- One theater history course
- Two dramatic literature courses
- Three theater electives chosen from courses with the subject code LTHR or other approved courses cross-listed with other programs or divisions.
- Three Integrative Arts courses identified by subject code LINA (code LAIC before Fall 2010)
- ULEC 2320 Aesthetics or another designated course in aesthetics
- Senior Capstone project, either Senior Seminar* or an Individual or Collaborative Senior Project

*The Senior Seminar in Theater is a collaborative senior workshop directed by a full-time faculty member, which culminates in a staged performance. In addition to performing, students take on production roles such as costume design, publicity, set design, dramaturgy, and fundraising. In recent years, the Senior Seminar in Theater has produced Reza Abdoh's The Law of Remains, Tennessee William's Camino Real, Chekhov's Three Sisters and Oscar Wilde's The Importance of Being Earnest.

Playwriting

In conjunction with the Literary Studies program, The Arts offers courses in playwriting. Students may use playwriting courses to meet the requirements of either the Arts or the Literary Studies-Writing concentration. If the student is an Arts major, all Arts requirements govern, but LLSW prerequisites apply to all students (e.g., the prerequisite for Intermediate Playwriting is a B or higher in Introduction to Playwriting). If the student is a Literary Studies-Writing major all Literary Studies requirements govern, including core requirements, and students may elect playwriting only as a secondary genre.

The Arts: Visual Arts Concentration

The Visual Arts concentration is designed for students who wish to study fine arts, visual culture, and artistic practice through creative work in the studio and critical studies. Most courses in the Visual Arts curriculum are suitable for students at any level of artistic training and experience. For some courses, prerequisites (Drawing 1, Photography 1, or an introductory-level Art History course) are noted in the course descriptions.

Students may focus their Visual Arts studies according to their particular areas of interest, for example, drawing, art history, curatorial studies, photography. Relevant cross-listed courses offered by Parsons The New School for Design or The New
School for Public Engagement may be used to satisfy some requirements. Sample areas of interest and course titles:

**Drawing and Fine Art Practices**
- Drawing from Observation
- Advanced Drawing
- Elective Painting

**Environmental and Public Engagement**
- Perspectives in World Art and Design
- Art and Tourism
- Globalization and Contemporary Art
- Composite Visions

**Curatorial Studies**
- Skybridge Curatorial Project
- History and Theory of Exhibitions and Institutions
- Lang at the Guggenheim

**Art History and Theory**
- Themes in Contemporary Art
- Methods of Art History
- Nepal: Art, Culture, Politics

**Photography**
- History of Photography
- Photography as Activism
- Photography 2: Photojournalism

**Interdisciplinary Art**
- Ephemeral Art
- Shock of the New

In all concentrations of the Arts major, students must receive grades of C or higher in all courses taken to meet the requirements for a major or minor in The Arts.

**The Visual Arts Concentration**

The Visual Arts concentration requires 12 courses plus a Senior Capstone, as follows:

- Two core courses: LARS 2208 Skybridge Curatorial Project and LARS 3155 Methods in Art History
- Two practice-based courses in a Visual Arts area, for example: Drawing from Observation; Personal Mapping in NYC
- Four theory or history courses in a Visual Arts area and/or general art history, for example: Image/Text; History and Theory of Exhibitions; Themes in Contemporary Art
- ULEC 2320 Aesthetics or another designated course in aesthetics
- Three Integrative Arts courses identified by the subject code LINA (code LAIC before Fall 2010)
- Senior Capstone project, either the Senior Seminar or an Individual or collaborative independent project

**Arts in Context**

Students interested in studying visual arts may also choose the Arts in Context concentration, where they can combine study of the visual arts with a liberal arts subject. For example, a student can fine art combined with arts criticism and journalism by taking courses in Literary Studies. Other majors and minors such as Psychology, Urban Studies, and Social Inquiry also can provide wider contexts for visual art studies.

**Minor in Visual Arts**

Students majoring in a different program than The Arts may be able to elect an academic minor in Visual Arts. Students interested in completing the minor should review the minor curriculum below and speak with the program coordinator before declaring.

- Two Integrative courses identified by the subject code LINA (LAIC before Fall 2010). Note that ULEC 2320 Aesthetics may count as one of these courses.
- Four visual arts courses identified by the subject code LARS, or other approved courses cross-listed with other programs and divisions, including at least one practice-based course and three liberal arts courses

**ARTS COURSES**

The following courses are available in the Arts program. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

**Fall 2011**

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>LARS</td>
<td>2015 Photography as Activism</td>
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<td>3013 Debates in Performance Studies</td>
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<td>4450 American Dialectics</td>
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<td>2000 Lang College Singers</td>
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<td>LMUS</td>
<td>2010 Fundamentals of Western Music</td>
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Spring 2012
LARS 2025 Lang at the Guggenheim
LARS 2028 Composite Visions
LARS 2208 Skybridge Curatorial Project
LDAN 2006 Technique 1: Modern
LDAN 2016 Technique 1: Ballet
LDAN 2018 Found in Dance Studies
LDAN 2027 Moving with Somatics Intro
LDAN 2201 Contact Improvisation
LDAN 2300 Ballet Practices Intro
LDAN 2305 Hip Hop Dance Practices
LDAN 2405 First Year Repertory
LDAN 2023 Delicious Movement
LDAN 2700 Guest Residency
LDAN 3010 Repertory 1
LDAN 3016 Modern Dance Practices Continued
LDAN 3025 Moving With Somatics Continued
LDAN 3300 Ballet Practices Continued A
LDAN 3325 Choreographic Research Continued
LDAN 3400 Ballet Practices Continued B
LDAN 3510 Advanced Repertory
LMUS 2000 Lang College Singers
LMUS 2002 Vocal Studio
LMUS 2018 Music in Jewish Life
LMUS 2061 Modes of Listening
LMUS 3018 Music & Mysticism
LMUS 3019 Music and Digital Media
LMUS 3020 Prospects of Recording
LMUS 3029 Music and Digital Media Discussion
LTHR 2005 Dramatic Masters
LTHR 2008 Spring Production Workshop
LTHR 2018 Public Speaking
LTHR 2052 Voice
LTHR 3003 A History of World Theater
LTHR 3055 Acting 2
LTHR 3065 Advanced Scene Study
LTHR 3106 Theater Theory

ARTS FACULTY
Chair: Dominic Pettman
The major in Culture and Media provides students with critical research and production tools to investigate the pivotal role of culture and media in the contemporary world. Students undertaking this major examine a variety of symbolic practices through interdisciplinary lenses, particularly through a grounding in the technologies, forms, institutions, and effects of media. A vibrant, lively, and evolving area of study, the converging fields of media and cultural studies are engaged in making sense of our rapidly changing global media environment. Because the media (forms of information and communication ranging from the written word to print, film, television, radio, and the Internet) is playing an increasingly visible role in politics and economics, business and education, and art and entertainment in local, national, and international contexts, a proper understanding of processes of mediation is key to understanding how cultures are shaped. Incorporating insights from various fields, both established and emerging, Culture and Media is a fertile meeting ground for theories of publics and audiences, power and subjectivity, and representations and actions.

Course subjects, perspectives, and topics are grouped around concentrations that focus on new media cultures, transnational media dynamics, popular and media histories, and racial, gendered, and sexual identity. Students acquire an understanding of old and new media from historical, political, technological, sociological, textual, and ethnographic perspectives. They also learn to interpret the formal properties of diverse cultural texts—including newspapers, magazines, films, photographs, and online communication. Courses also allow students access to opportunities in the working world through internships and practical media experience.

By successfully completing the Culture and Media major, students acquire a variety of scholarly and practical skills. They gain a broad understanding of cultural histories, debates, and practices; they learn to gain a comparative media and cultural perspective; they see media as a tool of social engagement; and they learn to put their ideas into practice through production in digital media. By developing critical thinking, writing and production skills, students prepare for internships and jobs in fields like publishing, media production, and research. The concentrations within the major can also serve as preparation for graduate work in these areas.

Curriculum
The major in Culture and Media leads to the Bachelor of Arts in Culture and Media. Completion of the major requires a minimum of 13 courses and one senior seminar or senior work course. Students are encouraged to download the Program Requirement Worksheet for Culture and Media and use it to track their progress.

Students have the option, if majoring in a different program, to take an academic minor in Culture and Media. Students interested in completing the minor should review the requirements, listed below.

Culture and Media offers four concentrations:
- Digital Media Cultures (DM)
- Gender, Sexuality, and Media (GS)
- Media Histories and Popular Culture (MH)
- Race, Ethnicity, Transnationalism, and Media (RE)

Requirements for the Major in Culture and Media
Completion of the major in Culture and Media requires 13 courses. There are two ways to fulfill the requirements:

Option A:
- LCST 2120 Introduction to Cultural Studies (Core)
- LCST 2450 Introduction to Media Studies (Core)
- Integrative Course, Introductory Level: Media Toolkit
- Integrative Course, Intermediate Level
- Two courses in each track, at least one at the 4000-level
  - Gender, Sexuality, and Media
  - Race, Ethnicity, Transnationalism, and Media
- Media Histories and Popular Media
- Digital Media Cultures
- Senior Work or Senior Seminar

Option B
- LCST 2120 Introduction to Cultural Studies (Core)
- LCST 2450 Introduction to Media Studies (Core)
- Integrative Course, Introductory Level: Media Toolkit
- Integrative Course, Intermediate Level
- One core course in three of the four tracks
- Five courses in the remaining chosen track, at least one at the 4000 level
- Senior work or Senior Seminar

Requirements for the Minor in Culture and Media
LCST 2775 Media Toolkit (Integrative Course)

Two Introductory courses:
- LCST 2120 Introduction to Cultural Studies
- LCST 2450 Introduction to Media Studies

Three additional Culture and Media courses in one of the four tracks. At least two must be 3000 level or higher.

Culture and Media Courses
Tracks are identified in the course descriptions online. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2011
LCST 2037 Network Culture 1
LCST 2041 Contemporary Cinema
LCST 2045 Popular Culture 1
LCST 2120 Introduction to Cultural Studies
LCST 2122 Introduction to Screen Studies
LCST 2450 Introduction to Media Studies
LCST 2452 Digital Moviemaking 1
LCST 2453 Digital Moviemaking 2
LCST 2775 Media Toolkit
LCST 2780 Issues in Digital Culture
LCST 2781 Sex and Gender 1
ECONOMICS

Director of Undergraduate Studies: Sanjay Reddy

The economics program at Eugene Lang College, which leads to a Bachelor of Arts in Economics, emphasizes the historical roots of economic ideas and their role in contemporary political and economic debates throughout the world. Courses explore topics such as world financial markets and institutions; economic development in rich and poor countries; inequality and unemployment; and the economic aspects of class, gender, racial, and ethnic divisions. Students are also trained in the quantitative methods of the field: economic modeling, econometrics, and the application of statistics to the understanding of economic issues.

The economics program fits comfortably in the liberal arts tradition of Eugene Lang College, with courses in the history of economic thought and the philosophy of economics. Students may take an interdisciplinary approach and combine the study of economics with other fields, such as philosophy or global studies. Training in quantitative methods prepares students for further study in economics; for careers in law, politics, business, and the media; and for a wealth of other possibilities. Our graduates have found jobs with the United Nations, trade unions, community development organizations, and environmental groups.

New York City, site of the United Nations and home of Wall Street, offers unique opportunities for economics students. As part of their coursework or the student-run Political Economy Club, students have visited the Federal Reserve Bank of New York, the New York Stock Exchange, apparel factories in Chinatown, and the United Nations.

The economics faculty has expertise in a variety of fields, including economic development, the history and philosophy of economic thought, labor, the environment, the economics of poverty and aging, international economics, Marxian and Keynesian economics, macroeconomics, econometrics, public finance, the economics of innovation, finance, money and banking, feminist economics, and industrial organization. There is ongoing faculty research on the economies of the U.S., Latin America, South Asia, and Europe.

The department puts what Robert Heilbroner called "the worldly philosophy" (that is, informed, critical, and passionate investigation of the economic dynamics of contemporary society) at the heart of its teaching and research. Through the study of economics, students are empowered to participate effectively in debates about some of the central unresolved dilemmas of modern society.

Curriculum

Requirements for the Major in Economics

The economics major at Lang leads to a Bachelor of Arts in Economics. Completion of the major in Economics requires 13 courses, distributed as follows:

Culture and Media Faculty

Two integrative courses:
• LSOC 3771 Contemporary Theory
• LSOC 3018 Classics in Social Thought: Durkheim, Weber, and Freud

Two introductory courses:
• ULEC 2020 Introduction to Macroeconomics
• ULEC 2030 Introduction to Microeconomics
• ULEC 2040 Understanding Global Capitalism

Two intermediate courses:
• LECO 3506 Intermediate Macroeconomics
• LECO 3823 Intermediate Microeconomics: Methods and Models

Three additional courses:
• LECO 3010 Introduction to Econometric Methods and Applications
• LECO 3100 History of Economic Thought
• LSTS 3006 Math Tools for Social and Natural Sciences

Three elective courses in Economics of which at least two must be numbered 3000 or higher are also required. Students may, with their advisor’s permission, substitute up to two courses in related social science fields at equivalent levels.

One senior capstone, chosen from
• Individual Independent Project
• Collaborative Independent Project
• Senior Seminar

Requirements for the Minor in Economics
In addition to the major, students have the option, if majoring in a different program, to elect an academic minor in Economics.

One introductory course chosen from
• UECO 2020 Introduction to Macroeconomics or
• ULEC 2030 Introduction to Microeconomics
• LECO 3506 Intermediate Macroeconomics or LECO 3516 Intermediate Microeconomics

One additional course, chosen from
• LECO 3010 Introduction to Econometric Methods and Applications
• LECO 3100 History of Economic Thought
• LMTH 3006 Math Tools for Social and Natural Sciences

Two additional economic courses, numbered 3000 or higher

Economics Courses
Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2011
LECO 2011 Intro to Econometrics
LECO 3030 Marxian Political Economy
LECO 3100 Sustainable Globalization
LECO 3823 Intermediate Microeconomics: Methods and Models
LECO 4506 Graduate Macroeconomics
LECO 4510 Historical Foundations of Political Economy

Spring 2012
LECO 2040 Understanding Global Capitalism
LECO 2045 Economics of Gender
LECO 3877 Intermediate Macroeconomics
LECO 4200 Critique of Economic Reason
LECO 4500 Graduate Microeconomics
LECO 4501 Historical Foundations of Political Economy 2
LECO 4505 World Political Economy
LECO 4508 International Finance

Economics Faculty
EDUCATION STUDIES

Chairs: Jaskiran Dhillon and Natalia Mehman-Petzel

The Education Studies major allows students to investigate the compelling and demanding world of education and the unique relationship among education, politics, and society in both historical and contemporary contexts, domestic and international. What defines an educated person? What does education have to do with power? How does the place and purpose of education vary across the globe? How do race and ethnicity, gender, class, sexuality, religion, citizenship status, and (dis)ability inform how education is conceived and experienced?

The program is grounded in the view that the study of education as a cultural process is crucial to understanding a wide range of social phenomena such as state and identity formation, citizenship, human rights, economic and political transformation, violence and war, media, globalization, immigration, and social movements. The major’s courses engage these topics and take up notions of teaching and learning across a range of sites including schools, international development programs, the workplace, community organizations, government agencies, families, and neighborhoods. Determined to stretch interdisciplinary boundaries, the program invites students to explore education from a variety of theoretical and empirical perspectives—anthropological, sociological, historical, psychological, and political—and to examine the interplay between broader social processes and their local and international realities. The curriculum places particular emphasis on the cultivation of strong analytical abilities to investigate emergent issues in education, assisting students to develop a critical global sensibility, and to promote justice and equality through passionate and reflexive social action.

Students majoring in Education Studies are central to the civic engagement mission of Eugene Lang College. Located in New York City, the study of education occurs in one of nation’s largest, most dynamic, and historic public school districts and in one of the world’s most demographically diverse cities. By participating in internship programs through the Institute for Urban Education and a variety of civic engagement courses, students may work directly with schools, community-based organizations, prisons, nutrition and literacy campaigns, museums, and unionization efforts. Combined with an ongoing interdisciplinary lecture series that brings together national scholars and thought leaders, these offerings enable Education Studies students to engage in civic life and social activism and to produce knowledge at the nexus of theory and practice. Students also have the opportunity to participate in study abroad programs that extend a critical eye toward transnational contexts and to explore how education becomes linked with technologies of imperialism and development.

Upon graduation, students who complete the major in Education Studies are well positioned to pursue careers in public service; certification programs to teach in public schools; to undertake graduate study in fields such as international relations/education, urban education, policy and reform, sociology, anthropology, social work, and public health; or to work in nontraditional educational, cultural, or nonprofit institutions, community and youth development organizations.

Curriculum

Students interested Education Studies must complete the sequence of courses below. Completion of any major requires a minimum of 13 courses. Download the Program Requirement Worksheet for Education Studies to track your progress.

The recommended courses in Education Studies balance concepts and knowledge at the heart of the field of education with important critical reading, writing, and thinking skills.

Requirements for the Major in Education Studies

Students should be aware that completing this program does not confer New York State teacher certification. Students who wish to pursue teacher certification should talk with the Education Studies chairs.

Four core courses:

- LEDU 2801 Introduction to Educational Theory
- LEDU 2511 Theories of Teaching and Learning
- LEDU 2807 History of U.S. Education or LEDU 3009 International Comparative Education
- LEDU 2960 Education at Work

Two methods courses:

- LEDU 3029 Ethnographic and Qualitative Research in Education
- LEDU 3034 Hard Data in Educational Research: Critical Approaches to Quantitative Methods

One practicum in Education Studies:

- LEDU 2960 Education at Work

Six additional courses, at least five at the 3000-level or higher, chosen in consultation with a program advisor

Senior Seminar

Education Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2011

- LEDU 2511 Theories of Teaching and Learning
- LEDU 2801 Introduction to Educational Theory
- LEDU 2960 Education at Work
- LEDU 3017 Education, Globalization, and Social Change
- LEDU 3029 Ethnographic and Qualitative Research in Education
- LEDU 3041 Religion and Education
- LEDU 3042 American Youth Cultures
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEDU 3052</td>
<td>HIV/AIDS Psychology and Education</td>
</tr>
<tr>
<td>LEDU 4005</td>
<td>Culture Wars in America</td>
</tr>
<tr>
<td>LEDY 4014</td>
<td>Faces of Education</td>
</tr>
</tbody>
</table>

### Spring 2012

- LEDU 2014 Intro to Education Policy and Law
- LEDU 2017 International Comparative Education
- LEDU 2023 Teachers as Social Agents
- LEDU 2807 History of US Education
- LEDU 3024 Immigration and Education in America
- LEDU 3034 Hard Data in Education Research
- LEDU 3900 Pro-Seminar for Senior Capstone
- LEDU 3037 Sanctioned Violence
- LEDU 3570 Learning in Museums
- LEDU 4016 Education and Human Rights
- LEDU 4402 Education Policy

### Educational Studies Faculty

Amy Bach, Janet Bordelon, Christian Bracho, Cheryl Keise, Karen de Moss, Jaskiran Dhillon, Alex Gershberg, Naomi Moland, Natalia Mehlman-Petrzela, Robert Moeller, Joseph Nelson, Cecilia Rubino

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## ENVIRONMENTAL STUDIES

### Chair: John Clinton

The Environmental Studies Bachelor of Arts and Bachelor of Science degree programs explore the knowledge and skills needed to make urban environments more sustainable. Environmental problems arise at the interface of natural, artificial, and socio-political ecologies.

The degrees in Environmental Studies at the New School are unique in bringing the approaches of sustainable design, the natural sciences, and the social sciences together to address urban environmental concerns.

### Sustainable Design

The New School's Environmental Studies program incorporates studio design into a liberal arts curriculum. Design is an interventionist discipline. Designers learn by testing the effectiveness of creative propositions in targeted contexts. Sustainable design is about envisioning both how the world might be different and how to make it different.

### Natural Sciences

Urban ecosystem science is used as a basis for understanding the social and ecological components of cities. This involves applying systems thinking to the dynamic interplay between vegetation, wildlife, and humans that provides the wider support systems for cities. Urban ecology explores the application of science to challenges like climate change, energy futures, and water scarcity to make better decisions about the future of urban living.

### Social Sciences

Environmental Studies explores the social systems that sustain city life, including the physical, political, and economic structures that determine our energy, food, water, and transportation systems. The program integrates planning, economics, geography, and other disciplines to transform everyday life in the city.

### Curriculum

The Environmental Studies degrees are truly interdisciplinary and involve several divisions of the university. All BA and BS degree students in Environmental Studies take classes offered by Parsons, Lang, and the Bachelor's Program of the New School for Public Engagement, including design studios, science labs, and seminars. By taking courses in sustainable design, urban ecosystem science, and the social sciences, students gain important insights into the ecology and conditions of urban environments and learn how to diagnose problems and find solutions. Qualified students in the program can take graduate-level courses in Environmental Policy and Sustainability Management offered by the Milano School of International Affairs, Management, and Urban Policy.

The Environmental Studies major for both the BA and the BS degrees includes coursework in sustainable design, urban ecosystem science, and the social sciences. Bachelor of Arts students can choose to concentrate Urban Ecosystems or...
Environment, Society and Public Policy. Bachelor of Science students have the option of concentrating in either Urban Ecosystems or Sustainable Design. Both degree programs are cross-disciplinary and include fieldwork, internships, and collaborative final projects.

The Environmental Studies program is managed through the Tishman Environment and Design Center, where current research projects focus on urban food systems, urban forestry, and design for social innovation.

Requirements for the Major in Environmental Studies:

In addition to the senior capstone, completion of the BA degree in Environmental Studies requires the successful completion of 15 courses, distributed as follows:

One Introduction to the Field course:
- UENV 2000 or 2001 Environment and Society

Three Design Courses:
- PSDS 1601 Ecological Communication Design
- PSDS 2660 Sustainable Design Thinking
- PSDS 2602 Material Impacts

Two Ecology Courses:
- UENV 2400 Principles of Ecology
- UENV 3400 Urban Ecosystems

One Chemistry course:
- LSCI 2502 Chemistry and the Environment

One Environmental Science Laboratory course:
- UENV 3450 Ecology Lab

One Quantitative Reasoning course:
- LMTH 2050 Math Models in Nature

One Statistics OR Calculus course, selected from the following two options:
- LMTH 2030 Statistics with SPSS
- LMTH 2040 Calculus

One Mapping/ GIS course:
- UENV 3200 Mapping the Urban

One Economics course:
- LECO 2050 Environmental Economics* - recommended

One Social Science elective related to Environmental Policy
- UENV 3510 Planning the Sustainable City *[recommended]

One recommended pre-thesis course:
- UENV 3250 CRS: Social Change

One Internship:
- UENV 3900 Senior Internship

Capstone/ Thesis coursework
- UENV 4210 Directed Research
- UENV 4215 Environmental Leadership

Completion of the BS degree in Environmental Studies requires the successful completion of all of the above plus two additional studio courses (for a total of 17 courses):

BS Design Courses:
- PSDS 3661 Sustainable Everyday Practices
- PSDS 3660 Sustainable Business Design

Concentrations

Students are encouraged, but not required to choose a concentration. The Environmental Studies program offers three concentrations: Urban Ecosystems; Sustainable Design; and Environment, Society, and Public Policy. Students must complete three 3000 or 4000 level courses in a selected concentration to receive credit for the concentration.

Environmental Studies Courses

Here is a representative sampling of Environmental Studies courses offered. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/environmental-studies or contact Carrie Neal, Advisor for Global|Urban Environmental Programs, at nealc@newschool.edu or 212.229.5855 x. 4038.

- UENV 3510 Planning Sustainable Cities
- UENV 3707 Ecology and the Himalayas
- UGBL 2110 [Dis]Order and [In]Justice
- UGBL 2110 Governing the Global
- EGBL 2400 Cultures of Corruption
- UGBL 3210 Topics in: International Law
- UGBL 3211 Post Colonial Theory
- UGBL 3314 Global Gender and Sexuality
- UGBL 3516 Investigating Guantanamo
- UGBL 3710 Technology & Global Change
- UGBL 3711 CRS: Refugees and Forced Migration
- EGBL 4410 Global Cont. Economic Crises
- UGBL 4710 Directed Research
- PSDS 1601 Ecological Communication Design
- PSDS 1601 Ecological Communication Design
- PSDS 2141 Urban Services/Service Design Workshop
- PSDS 2602 Material Impacts
- PSDS 3502 Sensing
- PSDS 3601 Sustainable Business
- UENV 2000 Environment and Society
- UENV 2002 Environment and Society
- UENV 2400 Principles of Ecology
- UENV 3200 Mapping the Urban
- UENV 3400 Urban Ecosystems
- UENV 3702 The Hudson and the Harbour
- UENV 3703 Women, Food & Agroecosystem
- UENV 4200 Pre-Thesis

Environmental Studies Faculty

Robert Buchanan, Robert Canales, Nevin Cohen, Alan McGowan, Timon McPhearson, Cameron Tonkinwise, Bhawani Venkataraman
ETHNICITY AND RACE (MINOR ONLY)

Director of Undergraduate Studies: Position to be filled

Ethnic Studies programs began appearing on college campuses in the late 1960s as a way of amplifying the history and culture of African, Asian, Latino, and Native Americans in the United States. By the mid 1980s, it became obvious that the study of race and ethnicity, while indelibly linked to Ethnic Studies, also bears an intellectual tradition distinct from Ethnic Studies, and therefore required its own place in academia. The Ethnicity and Race at Lang promotes rigorous academic inquiry into the critical role issues pertaining to race and ethnicity have played in academic, artistic, and political discourses in the United States and abroad.

The minor in Ethnicity and Race provides an opportunity for students to take a course of study that supplements their academic major. It is an interdisciplinary area of study, which draws from courses offered across the university. Lang students investigate the nuances of race and ethnicity within the humanities and social sciences. This is a guided study in how the humanities and social sciences have impacted, reflected upon, and set the course for debates on race and ethnicity through the arts, philosophy, and public policy.

Curriculum

Requirements for the Minor in Ethnicity and Race

Ethnicity and Race is an interdisciplinary area of study, which draws from courses offered across the university. To fulfill the requirements for the minor, students take six courses, guided by an advisor:

- Two introductory courses
- Four additional courses around a theme, discipline, region, or ethnicity, at least one of which must be at the advanced level.

Ethnicity and Race Courses

Here is a representative sampling of Ethnicity and Race courses offered by Lang. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/genderstudies/ and consult an academic advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LANT 3024</td>
<td>Politics of Health, Medicine, and the Body</td>
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<tr>
<td>LCST 2212</td>
<td>African American Film</td>
</tr>
<tr>
<td>LCST 2783</td>
<td>Race/Ethnicity 1: Mobilizing Shame: Politics of Humanitarian Medicine</td>
</tr>
<tr>
<td>LCST 3082</td>
<td>Race/Ethnicity 2: States of Race and Ethnic Frames</td>
</tr>
<tr>
<td>LEDU 2807</td>
<td>History of US Education</td>
</tr>
<tr>
<td>LEDU 3038</td>
<td>Critical Race Theory of Education</td>
</tr>
<tr>
<td>LLSL 2376</td>
<td>American Immigrant Literature</td>
</tr>
<tr>
<td>LLSL 2214</td>
<td>South Asian Diaspora Literature</td>
</tr>
<tr>
<td>LLSL 2410</td>
<td>Latino/Latina Literature and Identity</td>
</tr>
<tr>
<td>LMUS 3104</td>
<td>How Race Defines American Music</td>
</tr>
<tr>
<td>LPSY 2772</td>
<td>Culture, Ethnicity, and Mental Health</td>
</tr>
<tr>
<td>LSCI 2060</td>
<td>Stem Cells and Social Justice</td>
</tr>
<tr>
<td>LURB 3038</td>
<td>Understanding Inequality</td>
</tr>
</tbody>
</table>

Ethnicity and Race Faculty

Juan de Castro, Katayoun Chamany, Jennifer Gilmore, Danielle Hayes, Rachel Heiman, Christopher Johnson, Orville Lee, Laura Liu, Natalia Mehlman-Petzela, Pooja Rangan, Evan Rapport, Jasmine Rault, Janet Roitman, Miriam Ticktin
GENDER STUDIES (MINOR ONLY)

Director of Undergraduate Studies: Ann Snitow

Students in any major, can supplement their course of study by taking advantage of offerings that focus on Gender Studies. These interdisciplinary options draw on courses offered across the university.

Gender’s meaning changes. In other words, the culturally constructed idea of what sex difference means is unstable and is often renegotiated over time and from place to place. To study gender is to study a central category of identity that shapes basic structures such as:

- Divisions of public and private
- The distribution of wealth and patterns of labor
- The ways in which gender is represented in art, literature, and popular culture
- How sexuality and the body are understood
- Definitions of sickness and health
- The creation of norms for public life and the state
- The production of knowledge itself

Courses in Gender Studies are one way to understand the ideologies, social patterns, and images that shape the changing world in which we live. Gender Studies raises questions about how the gender divide is formed and maintained, and how it is often resisted and undermined. Students explore gender scholarship from the last four decades in the United States and the rest of the world. It includes courses about the history of feminist thought and action; men’s studies; gay, lesbian, bisexual, and transgender studies; and queer theory. Working in conjunction with the program on Race and Ethnicity, these programs explore the many intersections among race, class, and gender.

For more information, or to join the Gender Studies listserv and stay updated about upcoming events, contact the director, Ann Snitow at snitowa@newschool.edu.

Curriculum

Requirements for the Minor in Gender Studies

Gender Studies is an interdisciplinary area of study, which draws from courses offered across the university. Courses are chosen in consultation with the director of the program, who helps students develop a plan of study when they declare the minor. A student may substitute a course from the Ethnicity and Race program for one in the Gender track once, at any level from introductory to advanced. (Students must earn a grade of B or higher for a course to count toward the program.) Students declaring a Gender Studies minor after July 1st, 2011, will be asked to write an exit document at the completion of their program to be used for assessment purposes.

Students minoring in Gender Studies must complete six courses:

- Two Introductory Courses: These may be chosen from offerings at Lang College, The New School for Public Engagement, Parsons, and from among the University Lectures (e.g., Introduction to Feminist Thought and Action).
- Three Elective Courses: These may be taken in any division if they appear in the list of courses accepted as part of the Gender Studies Program. Two must be above the 2000 level. Students will be encouraged through the advising process to structure these three courses either by field or subject. In some subject areas, advanced students may use graduate courses or a related internship to fulfill the elective requirement. Students should consult the Gender Studies website for the list of courses approved each semester: www.newschool.edu/lang/genderstudies/.
- One capstone experience, chosen from:
  - An advanced seminar or eligible graduate course
  - Independent project
  - Collaborative independent project
  - Internship

Gender Studies Courses

Here is a representative sampling of Gender Studies courses offered by Lang. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/genderstudies/.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LCST 2045</td>
<td>Popular Culture and Popularizing Dissent</td>
</tr>
<tr>
<td>LCST 2120</td>
<td>Introduction to Cultural Studies</td>
</tr>
<tr>
<td>LCST 2781</td>
<td>Sex/Gender 1: The Queerness of Children</td>
</tr>
<tr>
<td>LCST 3082</td>
<td>Race/Ethnicity 2: States of Race and Ethnic Frames</td>
</tr>
<tr>
<td>LCST 3781</td>
<td>Sex/Gender 2: Feminist and Queer Affect Studies</td>
</tr>
<tr>
<td>LEDU 3042</td>
<td>American Youth Cultures, Past &amp; Present</td>
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<tr>
<td>LPHI 2023</td>
<td>Power + Knowledge: Introduction to the History of Science and Technology</td>
</tr>
<tr>
<td>LINA 3019</td>
<td>Performing Intimacy</td>
</tr>
<tr>
<td>LINA 3311</td>
<td>Femme Fatale</td>
</tr>
<tr>
<td>LLSW 2030</td>
<td>Introduction to Poetry</td>
</tr>
<tr>
<td>LPSY 2772</td>
<td>Culture, Ethnicity, and Mental Health</td>
</tr>
<tr>
<td>LREL 2051</td>
<td>Women’s Spirituality and Contemporary Religion</td>
</tr>
<tr>
<td>LREL 3004</td>
<td>Theorizing Religion</td>
</tr>
<tr>
<td>LSCI 2040</td>
<td>Genes, Environment, and Behavior</td>
</tr>
<tr>
<td>LSOC 2001</td>
<td>Sociological Imagination</td>
</tr>
<tr>
<td>LSOC 2054</td>
<td>Sociology of Religion</td>
</tr>
<tr>
<td>UENV 3703</td>
<td>Women, Food &amp; Agroecosystem</td>
</tr>
<tr>
<td>UGLB 3314</td>
<td>Global Gender and Sexuality</td>
</tr>
</tbody>
</table>

Gender Studies Faculty

Elaine Abelson, Victoria Abrash, Anna Akbari, Laura Auricchio, Banu Bargu, Jennifer Baumgardner, Michelle Beck, Carolyn Berman, Jay Bernstein, Nicholas Birns, Abigail Bloom, Margot Bouman, David Brody, Colette Brooks,
GLOBAL STUDIES

Chair: Jonathan Bach

Global Studies is an interdisciplinary major that focuses on social transformation and innovative responses to seemingly intractable problems. Global Studies students learn to think across disciplines, to move between the scales of the local and the global, and not to lose sight of the realities of human lives at the center of our investigations.

Globalization restructures the way states, societies, communities, and individuals relate to each other, creating new challenges that cannot be met by nations or markets alone—challenges such as climate change, nuclear proliferation, human trafficking, international trade regulations, intractable poverty and hunger, the effects of new communications technology, and unprecedented migration. Global Studies prepares students to understand these problems and bring about a more just and equitable world.

The program places particular emphasis on directed research and foreign-language study. Course clusters for elective study include

- The Ground Beneath our Feet: Places, Peoples, and Encounters
- Rules of (Dis)Order: Markets and States, Networks and Hierarchies
- Co-Existence or Non-Existence: Rights, Justice, and Governance
- Global Spaces: Urban, Media, Environment

The Global Studies major offers unique opportunities for sharing experiences and coursework with existing programs in Urban Studies, Media Studies, and Environmental Studies. Global Studies majors can combine their degrees with one of a number of planned and existing minors (such as Middle East Studies, Religious Studies, and Gender Studies) or, with their advisor’s permission, pursue a double major. The major can also make up part of a five-year, combined bachelor’s and master’s program leading to a graduate degree in International Affairs, Media Studies, Economics, and other disciplines. Experience on the ground is an important aspect of Global Studies, and the major gives students the chance to apply their knowledge in real-world internships and fieldwork in New York and abroad.

Students can also pursue coursework in Global Studies through The New School Bachelor’s Program.

Major Requirements

Two Intro to the Field Courses:

- UGLB 2110 [Dis]Order & [In]justice
- UGLB 2111 Understanding Global Capitalism

Three Knowledge Base Courses: (chosen from a list of course options offered each semester)
Five Courses in one Cluster Area (at least 3 must be 3000 level). Cluster Areas:

- The Ground Beneath our Feet: Places, Peoples, and Encounters [PPE]
- Rules of (Dis)Order: Markets and States, Networks and Hierarchies [MS]
- Co-Existence or Non-Existence: Rights, Justice, and Governance [RJG]
- Global Spaces: Urban, Media, Environment [GS]
- Global Engagement: Fieldwork Experience: An internship, Study Abroad or Research experience related to GLS.

Foreign Language Proficiency:

- Four semesters or more of a language at the college level with a B or better.
- Three years at high-school level plus two semesters at the college level with a B or better.
- Proficiency exam for those who learned the language outside of college.

One Collaborative Research Seminar:

- UGLB 3710 or 3711 Collaborative Research Seminar

Senior Capstone/ Thesis

- UGLB 4710 Directed Research

Minor Requirements

Two Intro/Core Classes:

- [Dis]Order and [In]Justice
- Understanding Global Capitalism

One Knowledge Base Course

Three Global Challenge Electives in one of the Global Challenge Cluster Areas.

Global Studies Courses

Here is a representative sampling of Global Studies courses offered. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/global-studies or contact Carrie Neal, Advisor for Global|Urban|Environmental Programs, at nealc@newschool.edu or 212.229.5855 x. 4038.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>LANT 2013</td>
<td>Reading Ethnography</td>
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<tr>
<td>LANT 3013</td>
<td>Cities and Globalization</td>
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<tr>
<td>LCST 2120</td>
<td>Introduction to Cultural Studies</td>
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<tr>
<td>LCST 2450</td>
<td>Introduction to Media Studies</td>
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</tr>
<tr>
<td>LEDU 3017</td>
<td>Education, Globalization, and Social Change</td>
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<tr>
<td>LHIS 2033</td>
<td>The Middle East: states, People and Power in the Modern Era</td>
<td></td>
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<tr>
<td>LHIS 3005</td>
<td>Age of Extremes: Communism, Fascism, Post-Colonialism, and Democracy in 20th century Global History</td>
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<tr>
<td>LHIS 4114</td>
<td>Europe and its Others: From the Time of High Imperialism to the New Europe</td>
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<tr>
<td>LHIS 4514</td>
<td>Iran in Revolution: 1800 – Present</td>
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<tr>
<td>LHIS 4519</td>
<td>Politics of Violence</td>
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<tr>
<td>LLST 3006</td>
<td>Reading for Writers: The Global Novel: Murakami, DeWitt, Bolano, Mitchell</td>
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<tr>
<td>LMUS 2200</td>
<td>Global Perspectives on Music</td>
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<tr>
<td>LSCI 4503</td>
<td>Intro to Epidemiology: Case Studies in Global Health</td>
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<tr>
<td>UGLB 2110</td>
<td>[Dis]Order and [In]Justice</td>
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<td>UGLB 2210</td>
<td>Governing the Global</td>
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<tr>
<td>UGLB 2400</td>
<td>Cultures of Corruption</td>
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<td>UGLB 3210</td>
<td>Topics in: International Law</td>
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<tr>
<td>UGLB 3211</td>
<td>Post Colonial Theory</td>
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</tbody>
</table>

Global Studies Faculty

Chair: Oz Frankel
The major in History offers unconventional approaches to the academic engagement with the past. Students pursue their interests both in the classroom and outside of it. The past is constantly being represented, reenacted, and employed in the streets of New York: in museums, monuments, and the arts, in political exchanges and global encounters. At Lang, these experiences are embedded in a rigorous research-based pedagogy that is international in its outlook but rooted in the extraordinary city we call home. Acting as a bridge between the social sciences and humanities, the history program at Lang enables students to approach history critically and in multidisciplinary settings.

History at the college is empirically grounded and theoretically informed and is committed primarily to developing research skills and experience that enable historical thinking. The program features opportunities for internships and hands-on projects in the realm of public history through a unique partnership with the New-York Historical Society and other New York City institutions.

Students majoring in History benefit from the partnership between Lang and The New School for Social Research (NSSR), whose graduate faculty is internationally renowned for its distinctive critical approach to social theory. Most faculty members in the History program at Lang also teach at the graduate school or in other departments or divisions of The New School. These relationships mean that at Lang, the approach to history is truly interdisciplinary, with strong ties to cutting-edge research in the social sciences and humanities. Upper-level students at Lang can take selected graduate-level classes at NSSR. An accelerated BA/MA option in History (and other disciplines) is available for students intending to go on graduate school. Students interested in the BA/MA dual-degree program should consult with the chair of the relevant Lang Academic Advising Office before their junior year.

The very first history courses students take address E.H. Carr’s deceptively simple question: “What is history?” From this perspective students consider a variety of major historical themes and processes and research methodologies including the rise of New World slavery, the origins of the modern world, Islamic fundamentalism, and the history of epidemics. They may consider the history of the Spanish conquest of Mexico and Peru, the history of the Holocaust, or the role of women and gender in early America. Advanced students undertake research projects addressing either overarching themes or a specific set of questions with attention to the methodological and theoretical premises that inform them. All students complete a senior work project, under the direction of a graduate student and in consultation with a history faculty member. Upon graduation, students majoring in history often go on to graduate school or pursue careers in law, politics, and the arts and sciences.

Curriculum

Requirements for the Major in History
The major in History leads to a Bachelor of Arts in History. Students are encouraged to download the Program Requirement Worksheet for History to track their progress.

Completing the major in History requires 13 courses, distributed as follows:

Two Integrative courses (for Fall 2010–Spring 2011), chosen from:
- LHIS 2016 Doing History
- LHIS 3001 Uses of the Past
- ULEC 2400 America is Hard to Find

Two introductory history courses, chosen in consultation with an advisor within the History program

One senior capstone, chosen from
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Requirements for the Minor in History
Two introductory courses

Three additional history courses, two of which must be 3000 level or higher

One non-history course

Two of the history courses plus the non-history course must constitute a thematic cluster, determined in consultation with the department advisor.

History Courses
Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2011

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LHIS 2016</td>
<td>Doing History</td>
</tr>
<tr>
<td>LHIS 2023</td>
<td>Power + Knowledge</td>
</tr>
<tr>
<td>LHIS 2033</td>
<td>Middle East</td>
</tr>
<tr>
<td>LHIS 2037</td>
<td>America in Crisis</td>
</tr>
<tr>
<td>LHIS 2120</td>
<td>Politics out of Doors</td>
</tr>
<tr>
<td>LHIS 2150</td>
<td>Class Wars in US History</td>
</tr>
<tr>
<td>LHIS 3003</td>
<td>Shaping of Modern History</td>
</tr>
<tr>
<td>LHIS 3005</td>
<td>Age of Extremes</td>
</tr>
</tbody>
</table>
### INTERDISCIPLINARY SCIENCE

**Chair: Bhawani Venkataraman**

The Natural Sciences and Mathematics department offers a BA degree in Interdisciplinary Science. Following a curriculum that spans the natural sciences, students explore the connections between science and society by engaging with issues such as stem cell research, clean-water access, alternative energies, and nanotechnology.

The Interdisciplinary Science program prepares students for science-based careers that depend on a strong background in scientific and quantitative reasoning and an understanding of the relationship between the natural sciences and mathematics and the social sciences, humanities, and the arts. The curriculum helps students achieve this level of interdisciplinary understanding by explicitly connecting science and mathematics to social issues such as health, environment, education, ethics, and policy.

Through sequenced courses and experiential learning opportunities such as internships that address real-world problems, the Interdisciplinary Science curriculum helps students merge theory and practice and learn to appreciate the importance of a scientific approach when investigating problems. Student-centered seminars examine key scientific concepts and methodologies and how those concepts and methodologies are applied. Introductory courses explore scientific and mathematical principles, theory, and methods while providing opportunities for students to develop problem-solving and laboratory skills. Intermediate and advanced courses build on foundational knowledge and emphasize the application of scientific and mathematical principles. In all courses, students are encouraged to move away from passive learning and memorization toward active understanding and practice of scientific and mathematical principles.

Graduates from the Interdisciplinary Science degree program are prepared to work in positions in health and environmental policy, advocacy, management, and education. They are also prepared to enter interdisciplinary graduate programs in health, environment, and history and philosophy of science, or professional graduate programs such as law and business. Most graduates have chosen career paths and graduate programs that require scientific and quantitative understanding. Eugene Lang College’s strong emphasis on liberal arts ensures that students can pursue any career that requires a solid foundation in the liberal arts.

### Areas of Focus within Interdisciplinary Science

In consultation with a faculty advisor, students may complete a general track within the major or a focused area of study in one of the following: Biology of Health, Science of the Environment, and History and Philosophy of Science.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LHIS 3052</td>
<td>Consumer Culture</td>
</tr>
<tr>
<td>LHIS 3114</td>
<td>Origins of Contemporary Visual Culture</td>
</tr>
<tr>
<td>LHIS 4508</td>
<td>Montaigne, Pascal, Descartes</td>
</tr>
<tr>
<td>LHIS 4509</td>
<td>History of Wall Street</td>
</tr>
<tr>
<td>LHIS 4511</td>
<td>Europe and Its Others</td>
</tr>
<tr>
<td>LHIS 4514</td>
<td>Iran in Revolution: 1800 - Present</td>
</tr>
<tr>
<td>LHIS 4519</td>
<td>Politics of Violence</td>
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<tr>
<td>LHIS 4521</td>
<td>Anti-Fascism/Anti-Totalitarianism</td>
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**Spring 2012**

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LHIS 2032</td>
<td>Gender and State in Modern Europe</td>
</tr>
<tr>
<td>LHIS 2053</td>
<td>US Economic and Business History</td>
</tr>
<tr>
<td>LHIS 2058</td>
<td>Europe’s Long 19th Century</td>
</tr>
<tr>
<td>LHIS 2108</td>
<td>Making of Colonial America</td>
</tr>
<tr>
<td>LHIS 2109</td>
<td>Monstrous Organism</td>
</tr>
<tr>
<td>LHIS 2160</td>
<td>Aria Rising</td>
</tr>
<tr>
<td>LHIS 3000</td>
<td>Political and Social Change: The 60’s</td>
</tr>
<tr>
<td>LHIS 3001</td>
<td>Uses of the Past</td>
</tr>
<tr>
<td>LHIS 3019</td>
<td>History, Trauma, Genocide</td>
</tr>
<tr>
<td>LHIS 3024</td>
<td>Know Your Red States!</td>
</tr>
<tr>
<td>LHIS 3121</td>
<td>Repression in Latin American History</td>
</tr>
<tr>
<td>LHIS 3031</td>
<td>Middle East History and Society</td>
</tr>
<tr>
<td>LHIS 3301</td>
<td>Revolution! The Atlantic World</td>
</tr>
<tr>
<td>LHIS 4030</td>
<td>Islam in the 20th Century</td>
</tr>
<tr>
<td>LHIS 4500</td>
<td>Gender, Politics, and History</td>
</tr>
<tr>
<td>LHIS 4518</td>
<td>Histories of Capitalism</td>
</tr>
<tr>
<td>LHIS 4522</td>
<td>Eye Through Time</td>
</tr>
<tr>
<td>LHIS 4523</td>
<td>From Reagan to Obama</td>
</tr>
<tr>
<td>LHIS 4525</td>
<td>History of the Future</td>
</tr>
</tbody>
</table>

### History Faculty

Elaine Abelson, Laura Auricchio, Federico Finchelstein, Oz Frankel, Orit Halpern, Julia Ott, David Plotke, Paul Ross, Ann-Louise Shapiro, Jeremy Varon, Louise Walker, Benjamin Wurgaft, Neguin Yavari, Eli Zaretsky
Biology of Health

Students who choose this area are advised to take a series of courses in genetics, chemistry, and cell biology as well as in the social sciences. Biology of Health students are well positioned to pursue graduate study in bioethics, medical anthropology, science journalism, or history and philosophy of science, or to work in policy making or bioethics research.

Science of the Environment

Students who choose the Science of the Environment are advised to take a series of courses in chemistry, biology, physics, and mathematics along with courses in the social sciences. With this background students are prepared for graduate programs in environmental studies, policy, management, education, law, and business.

History and Philosophy of Science

Students who choose History and Philosophy of Science are advised to take a series of natural sciences courses as well as social science and humanities courses that focus on science, culture, and the history and philosophy of science. History and Philosophy of Science students are prepared for graduate programs in science, technology, science studies, social science, and the history of science.

Curriculum

Requirements for the Major in Interdisciplinary Science

The major in Interdisciplinary Science, which leads to a Bachelor of Arts in Interdisciplinary Science, requires completion of a minimum of 13 courses. Students are encouraged to download the Program Requirement Worksheet for the program in Interdisciplinary Science to track their progress.

Required Courses

- LSCI 2661 Energy and Sustainability
- LMTH 2155 Math Models in Nature
- LSCI 3009 Methods of Scientific Inquiry

Four Foundation Courses

Required:

- LSCI 2040 Genes, Environment, and Behavior
- LSCI 2020 Constructing the Laws of Nature
- LSCI 2820 Chemistry of Life

One from the list below:

- LSCI 2830 Biology of Beauty, Sex, and Death
- LSCI 2840 Science and Politics of Infectious Disease
- LSCI 2030 Quantum Universe
- LSCI 2050 Ecology I

One additional math course selected from the list below:

- LMTH 2101 Mathematics of Game Theory
- LMTH 2030 Statistics with SPSS
- LMTH 2040 Calculus
- LMTH 3101 Discrete Math

One Laboratory Course

- LSCI 2500 Water Quality Lab
- LSCI 3025 Ecologies of the Urban
- LSCI 3030 Biodiversity Achieved Lab

Two intermediate/advanced level courses selected from the list below:

- LSCI 3028 Science and Politics of The Human Genome
- LSCI 3035 Space, Time, and Einstein
- LSCI 3305 Chemistry of the Atmosphere
- LSCI 3050 Ecology II: Urban Ecosystems
- LMTH 3101 Discrete Math
- LMTH 3006 Math Tools for Social and Natural Sciences
- LSCI 4050 Science and Politics of Cancer
- LSCI 3301 What is Science?
- LSCI 4100 Nanotechnology
- LSCI 4404 Epidemics and International Responses

One additional advanced level course selected from the list below:

- LSCI 4050 Science and Politics of Cancer
- LSCI 3028 Science and Politics of The Human Genome
- LSCI 3301 What is Science?
- LSCI 4100 Nanotechnology
- LSCI 4404 Epidemics and International Responses

One Elective Course

Any LSCI or LMTH course that has not applied towards satisfying a requirement above.

Note: The following courses do not satisfy this elective requirement:

- LSCI 2860 Brain, Biology and Behavior (Three Credits)
- LSCI 2850 From the Rainforest, Quantitative Reasoning (3 Credits)
- LMTH 1850 Algebra (3 Credits)
- LMTH 2020 Statistics (3 Credits)
Requirements for the Minor in Interdisciplinary Science

LSCI 2700 Energy and Sustainability
One Mathematics course
One Lecture-Laboratory course
Two Foundations courses (across any two of the following disciplines: biology, chemistry, physics, math)
One additional science or mathematics course, numbered 3000 or higher

Interdisciplinary Science Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2011

LMTH 1950 Quantitative Reasoning
LMTH 2020 Statistics
LMTH 2030 Statistics with SPSS
LMTH 2040 Calculus
LMTH 2050 Math Models in Nature
LMTH 2102 Math and Images
LMTH 3006 Math Tools for Social and Natural Sciences
LSCI 2020 Constructing Laws of Nature
LSCI 2030 Quantum Universe
LSCI 2040 Genes, Environment, and Behavior
LSCI 2700 Energy and Sustainability
LSCI 2820 Chemistry of Life
LSCI 2840 Science and Politics of Infectious Disease
LSCI 3015 Science Fellows
LSCI 3301 What is Science?
LSCI 4503 Intro to Epidemiology

Spring 2012

LMTH 1950 Quantitative Reasoning
LMTH 2010 Pre-Calculus
LMTH 2020 Statistics
LMTH 2030 Statistics with SPSS
LMTH 2040 Calculus
LMTH 2050 Math Models in Nature
LMTH 3056 Calculus II
LSCI 2035 Life in the Cosmos
LSCI 2055 White Plague
LSCI 2060 Stem Cells and Social Justice
LSCI 2500 Water Quality Lab
LSCI 2502 Chemistry and the Environment
LSCI 2910 Urban Public Health
LSCI 3030 Biodiversity Achieved Lab
LSCI 3035 Space, Time, and Einstein
LSCI 3037 Cell Biology
LSCI 3930 Science Fellows
LSCI 4100 Nanotechnology

Interdisciplinary Science Faculty

Katayoun Chamany, Nevin Cohen, , Alan H McGowan, Paul Timon McPhearson, David Morgan, Audrey Nasar, Laura Palermo, Alexey Peshkovsky, Marla Sole, Bhawani Venkataraman, Jennifer Wilson
**JEWISH STUDIES (MINOR ONLY)**

**Director of Undergraduate Studies: Val Vinokur**

Students can supplement their course of study by taking advantage of offerings that focus on Jewish Studies. These interdisciplinary options draw on courses offered across the university.

Jewish Studies was born in the 19th century when secular German Jewish scholars created what they called the “Science of Judaism” (Wissenschaft des Judentums), as one of them joked, to give Judaism a dignified burial. Eulogies for Jewish civilization, however, have always been premature, and the interdisciplinary field of Jewish Studies continues to thrive.

Lang’s approach to this subject builds on The New School’s own role in Jewish history as a haven for seminal European Jewish intellectuals. These figures—Hannah Arendt and Leo Strauss best known among them—did not see the study of Jewish culture as a form of identity politics and self-regard, but as a way of understanding the world at large. And so we. The program in Jewish Studies is a structured experience in the Liberal Arts that considers Jews and Judaism as rich case studies for questioning the meaning of nation, state, religion, ethnicity, exile, and diaspora; for grasping how modernity was born of antiquity; and for understanding how texts can transform the world.

Jewish Studies is an interdisciplinary area of study, which draws from courses offered across the university. Students study Jewish classic texts from the sacred to the secular, and Jewish history from Abraham to modern times. Students are encouraged to explore co-curricular resources throughout The New School, including the ‘Jewish Text’ seminar series, The New School: Jewish Student Union student organization, and the Jewish Cultural Studies continuing education program at The New School for General Studies. Because of Lang’s location, students also draw on the richness of Jewish life and institutions in New York through visits to the Lower East Side and through with the Museum at Eldridge Street, the Tenement Museum, YIVO, and The Bronfman Center for Jewish Life at NYU. Students may complete Jewish Studies courses to supplement their major area of study or use Jewish Studies courses in a self-designed Liberal Arts major. Those who take six courses (including two core courses, Jewish History, and Hebrew Bible, and four electives) and an optional senior capstone course, and receive guidance from an advisor, may receive a letter attesting to their completion of the program (see the Jewish Studies program requirements worksheet). Interested students should contact the director of the program, Val Vinokur.

**Curriculum**

**Requirements for the Minor in Jewish Studies**

Students minoring in Jewish Studies must complete six courses:

**Two Core Courses**

- LHIS 2861 Jewish History
- REL 2070 Hebrew Bible in Context

Four Elective Courses: These courses may be taken in any division if they appear in the yearly list of courses accepted as part of the Jewish Studies Program. Two of these courses must be above the 2000 level, and students will be encouraged through the advising process to structure these courses either by field or subject. Two of these courses may be taken outside of Lang; and one of them may be a language course (such as Hebrew) relevant to the field. In some subject areas, advanced students may use graduate courses or a related internship to fulfill this requirement. Students should consult the program director and the Jewish Studies website for the list of courses accepted as part of the Jewish Studies Program:


**Jewish Studies Courses**

Here is a representative sampling of Jewish Studies courses offered by Lang. Courses may change. For updated course listings with descriptions, refer to the website at http://www.newschool.edu/lang/jewish-studies/.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LHIS 4521</td>
<td>Anti-Fascism/Anti-Totalitarian</td>
</tr>
<tr>
<td>LSSL 3207</td>
<td>Modern Jewish Literature</td>
</tr>
<tr>
<td>LPHI 3119</td>
<td>Hannah Arendt: Politics and Philosophy</td>
</tr>
<tr>
<td>LREL 2011</td>
<td>Pilgrimage</td>
</tr>
<tr>
<td>LREL 2051</td>
<td>Women’s Spirituality and Contemporary Religion</td>
</tr>
<tr>
<td>LREL 2070</td>
<td>An Open Book: Hebrew Bible as Literature</td>
</tr>
<tr>
<td>LSOC 2054</td>
<td>Sociology of Religion</td>
</tr>
</tbody>
</table>

**Faculty**

Federico Finchelstein, Oz Frankel, Noah Isenberg, Deborah Levitt, Inessa Medzhibovskaya, Evan Rapport, Ido Tavory, Val Vinokur
LIBERAL ARTS: A SELF-DESIGNED PROGRAM

Chair: Orville Lee
A liberal arts education implies a commitment to a course of study that involves self-enlightenment, self-cultivation, and the honing of one’s critical faculties. The Liberal Arts major at Lang puts this commitment into practice. Students majoring in Liberal Arts bring together themes, methods, and questions that are available across the Lang curriculum in a self-reflexive and challenging intellectual project.

The Self-Design Program
Students interested in building a self-designed program around particular themes or areas of inquiry may do so by completing a proposal for a path of study. The proposal must indicate the theme(s) or subjects they intend to study, an intellectual rationale for the proposal, the courses they will complete, and a detailed narrative of how the courses build upon the chosen theme(s). The path statement must be approved by the chair of Liberal Arts no later than the second semester of the sophomore year. Junior transfer students must have path statements approved during their first semester in residence. Students are strongly advised to consult with the chair of Liberal Arts before submitting the proposal for a path of study in Liberal Arts.

Guided Area of Study in Social Inquiry
As an alternative to the self-designed program, Liberal Arts students may opt to pursue a guided area of study in Social Inquiry.

Curriculum
The self-designed program in Liberal Arts leads to a Bachelor of Arts in Liberal Arts. It requires completion of a minimum of 13 courses.

The path statement
Students choosing this option must prepare a path statement, which must include:

1. Preliminary questions (to clarify the reasons for choosing the Liberal Arts major):
   - What are you interested in studying?
   - What are your intellectual and/or personal reasons for choosing this path of study?
   - Which faculty members are most relevant to your path of study?

2. Name of proposed path of study

3. Description: A detailed description of the path of study with a rationale, including an explanation of why it cannot be accomplished within an existing major

4. Curriculum: a list of courses that support the path of study

Past courses: include the subject codes, numbers, titles, instructors, and the semester the course was taken

5. Faculty Letter: A letter from a faculty advisor to the chair of Liberal Arts assessing the proposal’s feasibility

Students should be aware of the following selection criteria used to evaluate the path statements:

- Is the proposal well constructed? Is the rationale for the major clearly and fully articulated?
- Feasibility: Are courses available? Are they likely to be available? Are resources such as faculty advising and other institutional support adequate to sustain the project?
- Assessment of faculty advisor’s letter.

Expectations of students completing a self-designed Liberal Arts major:
Meet with the chair of Liberal Arts at least once each semester. During this meeting, the path statement is reviewed and revised as needed.

Communicate with the instructor before a course begins in order to clarify the connections between the course readings and assignments and the student’s path of study.

Senior year: Complete a five-page reflection on the path of study (in addition to the senior capstone).

Senior Capstone
All Liberal Arts students are required to complete an independent senior work project.

Courses
Students can choose from all Lang courses according to their paths of study.

Faculty
All faculty members at Lang teach in this program.
LITERARY STUDIES

Co-chairs: Inessa Medzhibovskaya (Literature) and Robin Mookerjee (Writing)

The major in Literary Studies, with concentrations in literature and in writing, is designed to consider the written word and other textual modes from both critical and creative perspectives. The program is grounded by two Literary Foundations courses that introduce texts from the classic to the contemporary, build a solid grounding in basic literary studies, and provide students with a common language and literary experience as they proceed to more advanced study. All students are also required to take an Approaches to Literary Studies course that explores methods of reading, and an intensive single-text course that allows both critics and practitioners to explore the nuances of one major work. As they complete these four core courses, students may begin work in either the Literature or Writing track. Literature and Writing students may apply to the International Literary Studies program at the American University of Paris to study abroad during their junior year.

Students majoring in a different program have the option to elect an academic minor in Writing or Literature in Literary Studies. Students interested in completing the minor for either track should review the minor curriculum detailed in this section.

Writing

Building on the core courses, the writing concentration offers students the chance for intensive study of craft and technique of fiction, poetry, nonfiction, and journalism, taught by active practitioners in their genre with national reputations. In conjunction with The Arts, Writing offers LLSW Introduction to Playwriting and LLSW Intermediate Playwriting, which writing concentrators can choose as a secondary genre.

Writing is informed by several basic commitments:

That writing is a liberal art, requiring a broad exposure of the student writer to the full array of liberal arts and social sciences.

That writers are, above all, readers, and that a profound apprenticeship in the aesthetic, critical, and historical concepts of each genre is essential.

That the writer has a vital relationship to society, culture, and nature, and that this relationship is explored and expressed through his or her art (i.e., the “writer in the world”).

Finally, because writing is the primary mode of active reasoning and communication through which students in every major will be effective—and by which they will be evaluated—writing courses emphasize essential communication and research skills, a profound understanding of craft, and the development of personal voice. Students are encouraged to participate in the New School Free Press, the student newspaper, and Release, the literary magazine, and to take advantage of publishing and writing internships and opportunities, in which they work with professional writers and editors currently active in the city.

Literature

In the literature concentration, students develop the skills they need to be critical readers, writers, and analytical thinkers. Students learn close reading techniques and literary criticism and theory; they read works in poetry, fiction, and drama; and are introduced to a wide range of cultures and literary and historical periods. While nearly all courses are offered in English, materials include translated literature from Russia, Eastern Europe, France, Latin America, and the Caribbean. Anglophone courses include literature from Britain, the United States, Africa, the Caribbean, South Asia, Australia, Canada, and Ireland. Many of the faculty members teaching literature courses are also creative writers and understand approaches to the study of literature from the perspectives of practitioners, scholars, and critics. Although many students in literature classes are themselves creative writers, the formal writing assignments in literature courses are almost always in the form of critical essays or research papers.

Faculty members in Literary Studies regard critical and theoretical writing as creative a process as that of writing poetry, fiction, and drama. Both writing and literature courses use innovative methods to discover breadth and depth in a text and in the field as a whole. This variety and versatility helps students develop portable skills such as research methods, argumentation, analysis, and effective writing. Graduates in Literary Studies often go on to pursue careers in publishing (including magazine and book editing), primary- and secondary-level teaching, law, business, and public service as well as graduate programs in literature and writing. Lang’s internship program places students with publishing houses and other venues in New York City.

International Literary Studies (Literature or Creative Writing) in Paris

The quintessentially international literary cities of Paris and New York have lived in a state of cultural symbiosis since Alexis de Tocqueville and Gertrude Stein. A partnership between the Literary Studies departments of Eugene Lang College and the American University of Paris leverages the respective literary geographies of both cities and literary cultures in powerful ways. AUP’s innovative curriculum in Cultural Translation allows interested Lang students the chance to delve deeply into the French language, amongst others, and to make cultural translation a central focus of their literary educations. Reading and writing are ways in which we extend our perception of the world and our place in it. By going beyond the typical study-abroad experience that tends to insulate the student from the local culture, the Lang-AUP International Literary Studies program extends this perception even further.

Lang students whether pursuing the Creative Writing or Literature track benefit from the broadening of intellectual and emotional horizons that immersion in a foreign, cosmopolitan setting provides, as they engage with the program’s signature course: the Writer in Paris (i.e., Literary Migrations, Paris Through Books). They will experience the specificity of the literary geographies in both locales as they explore each city’s mythologies and use literature as a way to engage the locale. But this exploration is not restrained by the traditional
parameters of French and American literature: the theme of
the Writer in Exile expands their view of each city’s literary
life within the traditions of writers who found refuge, whether
from abroad or each country’s respective “heartland,” in these
cosmopolitan centers of the world. At AUP, Lang students sit
in classrooms with peers from Eastern and Western Europe,
Turkey, the Middle East, and Latin America. It is common for
world literature courses at AUP to include optional excursions
to Tunis, Istanbul, Prague, London/Stratford, Berlin, and
Austerlitz. Students can collaborate electronically across the
Atlantic on a literary magazine, and the two departments are
working together to develop common emphases on
contemporary publishing and new media. Most courses are
taught in English, but Lang’s International Literary Studies
curriculum requires and certifies an Advanced level of
competency in French language upon completion of the
major—something that employers and graduate schools value

Curriculum

The Literary Studies major leads to a Bachelor of Arts in
Literary Studies. Completion of the program in Literary
Studies requires 13 courses to be completed as set forth below.
In choosing courses to meet requirements, students are
encouraged to meet with Robin Mookerjee (212.229.5100
x3155) for questions about the Writing program and Inessa
Medzhibovskaya (212.229.5100 x2255) with questions about
the Literature program. (Students who began their studies at
Lang in spring 2008 or earlier may follow the rules for the old
Writing or Literature areas of study for the BA in Liberal Arts
or may opt to follow the new, more rigorous requirements for
the BA in Literary Studies (Literature or Writing
Concentration). Students who enrolled at Lang after spring
2008 must adhere to the new rules for the major.

Students majoring in a different program have the option to
elect an academic minor in Literary Studies.

Requirements for the Major in Literary
Studies

Core Courses

Core courses are required of all students majoring in Literary
Studies in either the Writing or Literature concentration who
started at Lang since fall 2008. Students are advised to pay
close attention to prerequisites included in course descriptions
and to meet with the undergraduate director.

Two Literary Foundations courses (preferably, but not
necessarily, taken in sequence):

- LLST 2001 Literary Foundations 1
- LLST 2002 Literary Foundations 2

Foundations 1 and 2 should be taken before advancing to
3000-level courses in Literary Studies.

One Approaches to Literary Studies Course.

The following courses satisfy the Approaches to Literary
Studies requirement for all majors (Literature and Writing
concentrations) OR the Literary Theory/History/Criticism
requirement for Literature track concentrators (who must take
two):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ULEC 2560</td>
<td>ALS: Fiction: An Introduction</td>
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<td>LLST 3050</td>
<td>ALS: The Art of Close Reading</td>
</tr>
<tr>
<td>LLSL 3160</td>
<td>ALS: British Literary Ecologies</td>
</tr>
<tr>
<td>LLSL 3208</td>
<td>ALS: Found in Translation</td>
</tr>
<tr>
<td>LLSL 3300</td>
<td>ALS: Picturing the Word</td>
</tr>
<tr>
<td>LLSL 3411</td>
<td>ALS: Classical and Modern Epics</td>
</tr>
<tr>
<td>LLSL 3403</td>
<td>ALS: Allegory and Symbol</td>
</tr>
<tr>
<td>LPHI 3508</td>
<td>ALS: Philosophy and Tragedy</td>
</tr>
<tr>
<td>LLSL 3203</td>
<td>ALS: Novel and Nation: Narration and the Construction of Identity</td>
</tr>
<tr>
<td>LLSL 3406</td>
<td>ALS: Postcolonial Fiction: The Globalized Imaginary</td>
</tr>
<tr>
<td>LLSL 2409</td>
<td>ALS: Theories of Beauty in 19th and 20th Century Literature</td>
</tr>
<tr>
<td>LLSL 2526</td>
<td>ALS: Modern Literary and Cultural Criticism: From Adorno to Sontag</td>
</tr>
<tr>
<td>LLST 4402</td>
<td>ALS: Closer: Understanding Tragedy</td>
</tr>
<tr>
<td>LLST 4405</td>
<td>ALS: Cultural Criticism</td>
</tr>
<tr>
<td>LLSL 4403</td>
<td>ALS: Love in the Western World</td>
</tr>
<tr>
<td>LLSL 3401</td>
<td>ALS: Tragedy and the Tragic</td>
</tr>
<tr>
<td>LLSL 3413</td>
<td>ALS: Race and Modernism</td>
</tr>
<tr>
<td>LLST 4417</td>
<td>ALS: Art and Revolution</td>
</tr>
</tbody>
</table>

One single-text course, for example, *Ulysses, Paradise Lost, Madame Bovary, War and Peace,* or *Don Quixote* is required.

With the exception of Shakespeare surveys, all single-author
courses (i.e. Vladimir Nabokov, Franz Kafka, Virginia Woolf,
or Frederick Douglass) also satisfy the single-text

Concentration Requirements:

Nine additional courses in the chosen concentration as
described below:

Effective as of fall 2008, all courses offered in the program in
Literary Studies must be passed with a C or higher, except
sequenced writing courses, which have a higher grading
requirement. For example, to take Intermediate Fiction,
students must have received a B or higher in Introduction to
Fiction; to go on to Advanced Workshop, they must have
received a B+ or higher; to move on to Senior Work, they
must have received a B+ in Advanced Workshop. Students
who do not meet the minimum grade requirements to advance
in Literary Studies, and who cannot retake the necessary
course, must meet with the undergraduate director to
determine their options. We recommend that students who are
unable to meet the grade minimums in their writing workshops
should consider changing their majors or switching to the
Literature track in Literary Studies.
**Literature Concentration**

Students interested in the Literature concentration must complete the courses as distributed below. At least four courses must be at the 3000 level or higher, and no more than two courses may be taken (with the approval of the undergraduate director) in The New School for General Studies Bachelor’s Program.

One additional Approaches to Literary Studies Course

One course in poetry*

One course in drama**

One Reading for Writers course

Four additional literature courses, one of which may be in another discipline, such as Philosophy or Psychology, if approved by the undergraduate director. Advanced level foreign language courses in which literature is studied may also count toward this requirement.

One senior capstone chosen from Senior Seminar or Individual Independent Project (Senior Thesis) is also required.

*With approval of the department advisor, LLSW Introduction to Poetry and LLSW Intermediate Poetry may be applied to this requirement.

**With approval of the department advisor, LLSW Introduction to Playwriting or LLSW Intermediate Playwriting may be applied to this requirement. Courses offered in other departments, such as The Arts, with an emphasis on reading plays may also fulfill this requirement.

**Writing Concentration**

Students interested in the Writing concentration must complete:

Five Writing Workshops:

• Three sequenced courses in a primary genre (fiction, poetry, non-fiction, journalism)*

• Two sequenced courses in a secondary genre (fiction, poetry, non-fiction, journalism, playwriting).**

One Reading for Writers Course (LLST)

Two literature courses, one of which may be a second Reading for Writers course

One Senior Capstone in the primary genre, chosen from Senior Seminar, Writing for Publication (competitive application process), or Individual Independent Project/Senior Thesis (competitive application process).

* Students may not take an Intermediate Writing Workshop unless they received a B or higher in the Introductory Workshop in the same genre. Students who do not receive a B may retake the Introductory Workshop again. A minimum grade of C obtains for all other courses taken toward the major. Students who do not meet the minimum grade requirement to advance through the major, and who cannot retake the necessary course, must meet with the undergraduate director to determine their options. (Lang recommends that students who are unable to meet the grade minimums in their workshops consider changing majors or switching to the Literature track in Literary Studies). Note that nonfiction and journalism courses are interchangeable in terms of genre sequence: for example, a B earned in Introduction to Journalism permits a student to advance to intermediate nonfiction. Writing courses offered in the writing program of The New School for Public Engagement cannot be counted toward the five required Lang Writing Workshops.

** Playwriting, offered in conjunction with The Arts program, may be chosen in Writing as a secondary genre only. Students may use playwriting toward either The Arts or Literary Studies Writing concentration. If used toward The Arts, all Arts requirements govern, except that all LLSW prerequisites and minimum grade requirements apply for all students. If used toward the Literary Studies Writing concentration, all Literary Studies requirements apply, including core requirements, and students can elect playwriting ONLY as a secondary genre.

Students have opportunities to attend public readings and lectures throughout the city and in the New School graduate writing program. Elective courses, as well as internships, introduce the qualified student to the professional opportunities they will encounter after graduation. Master classes allow contemporary writers to teach their own work to students (satisfies Reading for Writers requirement). *The New School Free Press*, the student newspaper, is a credit-bearing course in which students write, edit, and produce a newspaper. *Release* is the student-edited and produced writing program literary magazine.

**Requirements for the Minor in Literary Studies**

**Literature Concentration**

• Literary Foundations 1

• Literary Foundations 2 OR Approaches to Literary Studies

• One course in either Poetry or Drama

• One Single Text course

• Two Literary Studies electives

**Writing Concentration**

• Literary Foundations 1 or Literary Foundations 2

• One Single Text course

• One Reading for Writers course

• Three courses in a primary genre (fiction, nonfiction, poetry, journalism, playwriting), taken in a sequence

**Literary Studies Courses**

Courses may change. For updated course listings with descriptions refer to the website at [www.newschool.edu/lang/courses.aspx](http://www.newschool.edu/lang/courses.aspx).

**Fall 2011**

<table>
<thead>
<tr>
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<tbody>
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<td>LLSL 2036</td>
<td>Shakespeare: Power</td>
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<tr>
<td>LLSL 2061</td>
<td>Elements of Poetry</td>
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<tr>
<td>LLSL 2203</td>
<td>20th Century African American Lit</td>
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<tr>
<td>LLSL 2332</td>
<td>18th Century English Novels</td>
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<td>LLSL 2361</td>
<td>Major French Plays</td>
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<td>LLSL 2405</td>
<td>Literature and Photography</td>
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<td>LLSL 2663</td>
<td>Anglophone Poetry 1</td>
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<tr>
<td>LLSL 2664</td>
<td>Metamorphosis</td>
</tr>
<tr>
<td>LLSL 3040</td>
<td>Literary Ethnography</td>
</tr>
</tbody>
</table>
LLSL 3205 Race and Reconstruction
LLSL 3207 Modern Jewish Literature
LLSL 3211 Identity in Central Eastern Europe
LLSL 3409 Modernism and Metropolis
LLSL 3501 War and Peace
LLSL 3865 Screening the Latin American Novel
LLSL 3990 Verona: Shakespeare
LLSL 3991 Verona: Language and Literature
LST 2001 Literary Foundations 1
LST 2052 American Literature to 1845
LST 2053 Origins of the Novel
LST 3006 Reading for Writers: Fiction
LST 3016 Reading for Writers: Non-Fiction
LST 3025 Reading for Writers: Poetry/Essay
LST 3080 Emerson and Thoreau
LST 3090 Dostoyevsky and Tolstoy
LST 3501 Don Quixote
LST 3507 Shakespeare
LST 4401 Proust
LST 4410 Dostoyevsky’s Brothers Karamazov
LST 4515 Women and the Making of Modernity
LLSW 2010 Introduction to Non-Fiction
LLSW 2020 Introduction to Fiction
LLSW 2030 Introduction to Poetry
LLSW 2505 Introduction to Journalism
LLSW 3025 Intermediate Journalism
LLSW 3046 Release
LLSW 3500 Intermediate Fiction
LLSW 3510 Intermediate Non-Fiction
LLSW 3515 Investigative Journalism in the Digital Age
LLSW 3520 Intermediate Poetry
LLSW 3909 Writing Fellows
LLSW 3920 Advanced Fellows
LLSW 3921 Advanced Fellows: FY Writing
LLSW 3922 Advanced Fellows: IUE
LLSW 3991 Free Press: Senior Editors
LLSW 3992 Free Press: Reporter/Photographer
LLSW 3993 Free Press: Deputy Editor
LLSW 4000 Advanced Fiction
LLSW 4010 Advanced Non-Fiction
LLSW 4025 Advanced Journalism
LLSW 4020 Advanced Poetry: The Lyric Sequence and Series
LLSW 4050 Editorial Process
LLSW 4991 Senior Seminar: Fiction
LLSW 4992 Senior Seminar: Nonfiction/Journalism

LLSL 3161 Anglophone Poetry 2
LLSL 3203 Novel and Nation
LLSL 3351 Russian Writing in the Margins
LLSL 3414 Autobiography of Frederick Douglass
LLSL 4900 Senior Seminar
LST 2001 Literary Foundations 1
LST 2002 Literary Foundations 2
LST 3006 Reading for Writers: Fiction
LST 3010 Dickens
LST 3016 Reading for Writers: Non-Fiction
LST 3025 Reading for Writers: Poetry
LST 3028 Reading for Writers: Journalism
LST 3055 Jane Austen
LLSW 2010 Introduction to Nonfiction
LLSW 2020 Introduction to Fiction
LLSW 2030 Introduction to Poetry
LLSW 2505 Introduction to Journalism
LLSW 3500 Intermediate Fiction
LLSW 3510 Intermediate Nonfiction
LLSW 3520 Intermediate Poetry
LLSW 3505 Intermediate Journalism
LLSW 3909 Writing Fellows
LLSW 3920 Advanced Fellows
LLSW 3921 Advanced Fellows—FY Writing
LLSW 3922 Advanced Fellows—IUE
LLSW 3991 Free Press: Senior Editors
LLSW 3992 Free Press: Reporter/Photographer
LLSW 3993 Free Press: Deputy Editor/Staff Writer
LLSW 4000 Advanced Fiction
LLSW 4010 Advanced Nonfiction
LLSW 4020 Advanced Poetry
LLSW 4025 Advanced Journalism
LLSW 4050 Writing for Publication

Literary Studies Faculty


Spring 2012

LLSL 2019 Greek and Roman Drama
LLSL 2102 Contemporary British Literature
LLSL 2205 Russian Literary Heroes
LLSL 2206 Gay and Lesbian Literature
LLSL 2210 Post 1945 British Fiction
LLSL 2233 19th Century English Novel
LLSL 2351 Major Russian Novels
LLSL 2375 Intro to Caribbean Literature
LLSL 3024 African American Drama
LLSL 3050 Medieval European Literature
LLSL 3052 Literature and Revolution in Latin America
LLSL 3080 Reading Feminist and Queer Texts
LLSL 3110 History of Literary Criticism
Director of Undergraduate Studies: Dmitri Nikulin

The major in philosophy introduces students to a wide variety of philosophical traditions, approaches, questions, and ways of thinking. Special emphasis is placed on ideas that have had the greatest impact on the shape and understanding of modern humanity. The program also emphasizes the history of philosophy and the way the ideas that shape our understanding of who and what we are have been developed within and between intellectual traditions. Our very sense of self, what we consider important, how we pursue knowledge and life, even our tastes and inclinations—all these are issues saturated with a rich heritage of ideas and conceptions that are studied in the field of philosophy. But philosophy does more: In studying our heritage (or rather, heritages), it seeks to address the need, even the responsibility, to challenge and rethink what is traditionally accepted as true about who and what we are.

The curriculum helps students develop tools for critical thinking, but its guiding purpose is to awaken an interest in and love for exploring and criticizing the intellectual traditions that form the basis of understanding modern humanity. Integrative courses support this aim by introducing ways of thinking, knowing, and inquiring in more than one discipline.

Advanced students may take approved graduate-level courses offered by The New School for Social Research. The department focuses on major figures in the history of philosophy, as well as on the philosophical study of humans and their social contexts; phenomenology, existentialism, hermeneutics, and deconstruction; pragmatism; political philosophy and critical theory; ethics; logic and the philosophy of language; and the epistemology and methodology of the social sciences. The faculty in the Department of Philosophy includes world-renowned thinkers and scholars.

Graduates of the philosophy program have gone on to pursue careers in a wide variety of fields, both professional and academic, including law, politics, and the arts and sciences. The chair is available to advise students on how to use this program to prepare for advanced degree programs and other career goals.

In addition to the major, students have the option, if majoring in a different program, to elect an academic minor in philosophy. Students interested in completing the minor should review the minor curriculum described in this section.

Curriculum

Requirements for the Major in Philosophy

The major in Philosophy leads to a Bachelor of Arts in Philosophy. Completion of the Major in Philosophy requires 13 courses, distributed as follows:

Two Core Courses:

LPHI 2010 Philosophy 1: Ancient
LPHI 2020 Philosophy 2: Modern

Ten additional philosophy courses, of which a maximum of four may be cross listed or taken outside the concentration with the approval of the chair and a minimum of three must be numbered 3000 level or higher:

One Senior Capstone, chosen from:

- Graduate lecture or seminar
- Individual Independent Project
- Collaborative Independent Project

Requirements for the Minor in Philosophy

LPHI 2010 Philosophy 1: Ancient
LPHI 2020 Philosophy 2: Modern

Four additional philosophy courses, one of which may be a course outside the major chosen in consultation with the director (e.g., a cross listed course), all of which must be numbered 3000 or higher.

Philosophy Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2011

LPHI 2010 Philosophy 1: Ancient
LPHI 2015 Clocks, Computers, Robots
LPHI 2020 Philosophy II: Modern
LPHI 2126 Feminism and Marxism
LPHI 3101 Aesthetics: Art and Nature
LPHI 3119 Hannah Arendt: Between Philosophy and Politics
LPHI 3516 Torture and Dignity

SPRING 2012

LPHI 2000 Existentialism
LPHI 2010 Philosophy 1: Ancient
LPHI 2020 Philosophy 2: Modern
LPHI 3112 What is Politics?
LPHI 3129 Illusion of Color
LPHI 3130 Care of the Self
LPHI 2406 German Romanticism

Philosophy Faculty

POLITICS

Director of Undergraduate Studies: Timothy Pachirat

To study politics is to study power: How does power position actors unequally? Who has it and who fights to get it? And how is power used and for what purposes? Students majoring in politics at Eugene Lang College study the relations and manifestations of power in many contexts, which range from the family to the transnational environment.

The politics major prepares students for careers in many fields, including national and international public service, education, journalism, activism, law, and entrepreneurship. Above all, it prepares them for a lifetime of critical and constructive engagement with their communities and the world.

Courses enable students to critically analyze power relations across political, social, and economic systems; ethnic groups; social classes; genders and sexualities; divisions of labor; citizenship; and species lines. They attend to the movements and struggles, historical and contemporary that shape power and define its possibilities. By exploring whether the exercise of power benefits a few or promotes the welfare of many and how struggles for power advance or obstruct the conditions for the possibility of a better world, the curriculum aims to help students become critical thinkers and passionate actors, to deepen democracy, and to promote global justice.

The major in politics emphasizes the following themes:

Civic engagement and political activism in the United States and elsewhere

Law, power, and political institutions in comparative perspective

Critical social, political, and democratic theory

Globalization, inequality, and international affairs

The politics of race, ethnicity, class, and gender

States and markets in international development

Critical perspectives on policy making and policy development

The politics faculty comes from a tradition of critical social theory. The objective of rigorous analysis of politics is not just explanation and understanding but also social progress. In other words, the point is to improve the world as well as to explain it. The politics department therefore places a high premium on normative political theory, a field devoted to developing a vision of those ideals toward which we should be striving. Courses blend empirical, historical, and theoretical work as well as interdisciplinary perspectives. To study power, one must consider insights from other fields such as philosophy, anthropology, sociology, and economics.

The department’s location in New York City offers a rich opportunity for students to explore the major political issues of our time at close range. Contemporary political problems—including terrorism, civil liberties, immigration, popular protests, international institutions, the power of global finance and capital, the implications of socioeconomic inequality and cultural diversity, and the need for environmental protection—play out in and around this city. How these issues are handled and resolved here informs their evolution on an international scale.

Students majoring in politics can expect to gain expert knowledge in areas such as civic participation, globalization, the spread of democracy, racial and ethnic politics, poverty and inequality, human rights, immigration, gender equality, and other topics. In addition to exploring theories about these processes, they analyze how politics relates to certain contexts. Whether the examining the immediate context of New York City, the larger context of the United States, or the international and transnational context, students study history and pursue research grounded in the realities of particular times and places.

Supported by Project Pericles and other Civic Engagement projects at Lang, students may work with community organizations or other groups to contribute to the social capital, civic life, or activist networks of New York City. In addition, they can pursue internships with international institutions, government agencies, and non-governmental organizations in New York and Washington, D.C.. To broaden their horizons, students may enroll in exchange programs at universities in foreign countries. Finally, the Politics department hosts a speaker series so that students can meet and learn from leading scholars in the U.S. and around the world.

Curriculum

Requirements for the Major in Politics

The politics major has a four-tiered structure. Each tier marks a distinct level of engagement with political concepts, processes, and institutions. By acquiring content knowledge and methodological skills at the lower levels, students progress to the upper levels in order to develop their own perspectives on politics.

Thirteen courses are required for successful completion of the politics major. Distributions and prerequisites for these courses are outlined in the table below, along with a sampling of courses offered by Lang that meet the requirements of each tier. For updated course listings with descriptions, refer to the www.newschool.edu/lang/courses.aspx.

Tier I: Core classes, levels 1000 and 2000

Students must take 1 course in 3 of the 4 following subfields*:

- U.S. Politics, which focuses on the politics of the United States and the Americas in domestic and global context
  - LPOL 2120 Power and Politics in the U.S.
- Comparative Politics, which examines the politics of one or more countries or alternate units of analysis through a comparative lens
  - LPOL 2031 Power and the State
The honors thesis is researched and written over the course of an academic year; upon completion, students develop and deliver a public presentation of their findings in a suitable academic forum. Students electing to write an honors thesis must meet minimum GPA requirements and receive approval from a supervising faculty member.

The capstone seminar provides an opportunity for students to produce original work that may include research, political intervention, education, or institution-building. Reflecting on the political knowledge acquired in previous courses, students (either individually or collaboratively) design a unique project. The shape and substance of the project will vary depending on the year and the instructor. Recent examples include:

- a website to educate the public about the oppressive military government in Burma and the struggle for democracy there
- a voter registration drive among New York City high school seniors and college students
- public opinion research (using student-designed surveys) on attitudes toward immigrants and multiculturalism
- a study comparing the election of women to higher office in Europe, Asia, and the United States
- in-depth interviewing and participant-observation research among striking restaurant delivery workers in New York City
- an intensive reading of one or more works of political theory

Requirements for the Minor in Politics

Six courses are required for successful completion of the politics minor. Distributions and prerequisites for these courses are outlined in the table below, along with a sampling of courses offered by Lang that meet the requirements of each tier. For updated course listings with descriptions, refer to the [www.newschool.edu/lang/courses.aspx](http://www.newschool.edu/lang/courses.aspx).

Two 2000-level Tier I core courses. Students must take 1 course in 2 of the following subfields.*

U.S. Politics, which focuses on the politics of the United States and the Americas in domestic and global context
- LPOL 2120 Power and Politics in the U.S.

Comparative Politics, which examines the politics of one or more countries or alternate units of analysis through a comparative lens
- LPOL 2031 Power and the State,
- LPOL Modern Nation State and Its Challenges

International Relations and Global Politics, which focuses on relations between countries and the increasing ambiguity of the nation-state as a pertinent unit of analysis
- LPOL 2806 Conflict and Inequality in International Affairs
- LPOL 2033 Politics of Globalization

Political Theory, which examines normative, conceptual, analytic, and diagnostic questions through the lens of political thinkers from ancient through contemporary times.
- LPOL 2051 Introduction to Modern Political Theory
- LPOL 2500 Critiques of Domination

Courses fulfilling this requirement TBA.

Tier II: Interdisciplinary and Experiential Classes

This tier allows students to draw from relevant coursework in economics, history, anthropology, sociology, philosophy, psychology, humanities, and the arts in order to develop their knowledge of politics and power. It also invites students to put into practice their knowledge of politics by doing an internship or taking a civic engagement or study abroad course.

Students must take three courses from an approved list of non-POL classes. At least one of these courses must be one of the following:

- Internship
- Civic Engagement Course
- Study Abroad

Tier III: Electives, levels 3000 & 4000

Students may take any six LPOL classes at these levels. Students must be a Junior or Senior or must have already completed two core classes to enroll.

Tier IV Thesis or Capstone Seminar

In the fourth and final tier, students choose between writing an individual honors thesis or joining a senior capstone seminar.

The honors thesis is written under direct supervision of Department of Politics faculty member and provides students with valuable experience conceptualizing, researching, writing, and presenting an original scholarly work in politics. The honors thesis is researched and written over the course of an academic year; upon completion, students develop and deliver a public presentation of their findings in a suitable academic forum. Students electing to write an honors thesis must meet minimum GPA requirements and receive approval from a supervising faculty member.
*Only 1 course may be a ULEC course. If a Freshman Seminar is taught by a politics professor, it may count toward core classes, however students who use this option may not also use a ULEC course to satisfy the core requirement.

**Four 3000-level Tier 3 elective courses.** Students may take any four LPOL classes at these levels. Students must be a Junior or Senior or must have already completed two core classes to enroll.

**Politics Courses**

Courses may change. For updated course listings with descriptions, refer to the website at [www.newschool.edu/lang/courses.aspx](http://www.newschool.edu/lang/courses.aspx).

**Fall 2011**

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<td>LPOL 2023</td>
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<td>LPOL 2501</td>
<td>Modern Nation and Its Changes</td>
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<td>Cooperation and Conflict</td>
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<td>LPOL 3003</td>
<td>Faith, Family, and Sex</td>
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<td>LPOL 3017</td>
<td>Presidential Power</td>
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<td>LPOL 3502</td>
<td>Governing: Ideology</td>
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<td>LPOL 4514</td>
<td>Politics and Political Theory</td>
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**Spring 2012**

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<td>LPOL 2120</td>
<td>Power and Politics in the US</td>
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<tr>
<td>LPOL 2806</td>
<td>Conflict and Inequality in International Affairs</td>
</tr>
<tr>
<td>LPOL 3030</td>
<td>Interspecies Politics</td>
</tr>
<tr>
<td>LPOL 3046</td>
<td>Just Looking</td>
</tr>
<tr>
<td>LPOL 3061</td>
<td>Revolution and Change in the Middle East</td>
</tr>
<tr>
<td>LPOL 3080</td>
<td>Communicating American Publics</td>
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**Politics Faculty**

Banu Bargu, Benoit Challand, Ellen Freeberg, Andreas Kalyvas, Benjamin Nienass, Timothy Pachirat, David Plotke, Jacqueline Vimo, Solongo Wandan, Deva Woodley, Rafi Youatt
PSYCHOLOGY

Director of Undergraduate Studies: McWelling Todman

The major in Psychology introduces students to a broad sampling of theories and scientific research. Students develop an appreciation of the history and scope of psychological inquiry, acquire a basic understanding of the scientific method and its application to psychological research, and demonstrate and refine their capacity to critically evaluate and discuss psychological texts. Through integrative courses, students learn ways of thinking, knowing, and inquiring in more than one discipline. Psychology courses offered at Lang are taught primarily by faculty from the Department of Psychology of The New School for Social Research (NSSR), some of whom hold joint appointments with Eugene Lang College. The Department of Psychology at NSSR is unusual for its dual focus on clinical and general psychology and for its faculty’s sustained interest in the study and understanding of how culture and context influence individual adaptation and functioning. This applied approach to the subject influences the teaching of psychology at Lang.

Lang encourages psychology students to work in a lab with a faculty member or graduate student or to assist with a research project. Exposure and access to the faculty and resources of the graduate program in psychology is extensive. For example, the curriculum provides a variety of opportunities for Lang students to work closely with established researchers and graduate students in NSSR’s psychology laboratories. Advanced students are permitted to register for a selected number of graduate courses. Culture, cognition, context, and clinical topics feature prominently in the advanced psychology curriculum.

Lang students have access to clinical and research internship opportunities in New York City. Upon successful completion of the major, students should have gained the skills and knowledge that will equip them for graduate study in psychology and related fields, including education, law, social work, and management.

Qualified students can enter an accelerated BA/MA program and take graduate-level courses in NSSR’s Department of Psychology and apply the same credits toward a master’s degree in psychology as well as their undergraduate degree. This enables the student to finish the master’s degree in less than the usual two years.

Students majoring in a different program have the option to elect an academic minor in Psychology. Interested students should review the minor curriculum described in this section.

Curriculum

Requirements for the Major in Psychology

The major in Psychology leads to a Bachelor of Arts in Psychology. Completion of the major requires a minimum of 13 courses.

One Integrative course, offered 2011–2012
LPSY 2772 Culture, Ethnicity, and Mental Health

Three core courses:
- ULEC 2160 Introduction to Psychology
- LMTH 2020 Statistics
- LPSY 3601 Methods of Inquiry

Two Fundamentals Courses, chosen from:
- LPSY 2008 Abnormal Psychology
- LPSY 2020 Fundamentals of Personality Psychology
- LPSY 2036 Fundamentals in Developmental Psychology
- LPSY 2038 Fundamentals in Visual Perception
- LPSY 2039 Fundamentals in Cognitive Neuroscience
- LPSY 2040 Fundamentals in Social Psychology
- LPSY 2042 Fundamentals in Cognitive Psychology

Six additional Psychology courses, of which at least four must be numbered 3000 or higher and include LPSY 4001 Research Practicum 2: SW Proposal

Requirements for the Minor in Psychology

ULEC 2160 Introduction to Psychology

Two fundamentals course, chosen from:
- LPSY 2008 Abnormal Psychology
- LPSY 2020 Fundamentals of Personality Psychology
- LPSY 2036 Fundamentals in Developmental Psychology
- LPSY 2038 Fundamentals in Visual Perception
- LPSY 2039 Fundamentals in Cognitive Neuroscience
- LPSY 2040 Fundamentals in Social Psychology
- LPSY 2042 Fundamentals in Cognitive Psychology

Three additional psychology courses, all of which must be numbered 3000 or higher.

Psychology Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2011
LPSY 2008 Abnormal Psychology
LPSY 2036 Fundamentals in Developmental Psych
LPSY 2038 Fundamentals in Visual Perception
LPSY 2039 Fundamentals in Cognitive Neuroscience
LPSY 2042 Fundamentals of Cognitive Psych
LPSY 2772 Culture, Ethnicity, and Mental Health
LPSY 3024 Psychology of Media
LPSY 3031 Narrative and Emotion
LPSY 3032 Body in the Mind
LPSY 3090 Why Freud: Psychoanalysis
LPSY 3103 Dream Interpretation
LPSY 3601 Methods of Inquiry
RELIGIOUS STUDIES (MINOR ONLY)

Director of Undergraduate Studies: Mark Larrimore

The field of religious studies occupies a paradoxical position in the liberal arts. The liberal arts have traditionally avoided religion, and religion has often seemed illiberal. However, the discipline of religious studies has in recent decades become one of the most exciting interdisciplinary fields in the academy. Committed to understanding a subject matter that challenges boundaries, definitions, and methodologies, students of religion acquire a broad appreciation of the varieties of human experience across cultures and centuries.

Students explore the intimate connections between systems of ritual, narratives, beliefs, ethical codes, and social and political structures. They often find unexpected commonalities across traditions, as well as challenges to modern understandings of the world and their places in it.

Religious Studies offers courses in world religious traditions, with particular commitments to Biblical and Asian traditions, religion in America, and religion’s place in modern societies. Courses are offered from a variety of disciplinary perspectives and encourage collaboration with other areas of study.

Students acquire a deep sense of the interconnections between systems of thought and practice, both past and present. They learn to approach other traditions critically and to pose the same questions about human destiny to their own religious or secular commitments.

By the end of the junior year each student, in consultation with the chair, defines a field of special competence (e.g., religion and social change, religious art, Buddhist studies, anthropological approaches to religion, Jewish studies, women and religion, and mysticism and philosophy). Before graduating, students must complete three courses relevant to this field and most students do their senior work in this field. These courses need not be in Religious Studies. For example, a student whose field of special competence is religion and film may satisfy this requirement with film courses from Culture and Media; a student, focusing on religion in the Americas, may satisfy the requirement by taking courses in the history or literature of the Americas.

Curriculum

Requirements for the Minor in Religious Studies

Students completing a major in any subject, except Liberal Arts, may minor in Religious Studies by completing the following coursework:

Six courses, including:

LREL 3004 Theorizing Religion
One course in Western religious traditions
One course in non-Western religious traditions
Two courses in an area of special competence
One additional Religious Studies course
Religious Studies Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2011

LREL 2011 Pilgrimage
LREL 2016 Intro to Philosophy of Religion
LREL 2030 Religion in South Asia
LREL 2051 Women’s Spirit and Contemporary Religion
LREL 2070 Hebrew Bible in Literature
LREL 2108 Lived Religion in New York
LREL 3004 Theorizing Religion
LREL 3067 Buddhism and Cognitive Science
LREL 3220 Medieval Church and State
LREL 3995 Tibet: Living Buddhism

Spring 2012

LREL 2075 World Christianity
LREL 2081 Cultures of the Religious Right
LREL 2082 Divine on Display
LREL 2301 Foundations of East Asian Religion
LREL 3026 Nietzsche and Religion
LREL 3033 Sex and Theology
LREL 3044 Fasting as a Spiritual Technique
LREL 3047 Buddhist Sutra Literature
LREL 3059 Myth and Religion in Film
LREL 3066 Jewish Philosophy and Politics

Religious Studies Faculty

Jeffrey Israel, Christopher Kelley, Katherine Kurs, Mark Larrimore, Neil McGee, Michael Pettinger, Frank Shephard, Arthur Shippee, Michael Sheehy, Arthur Shippee, Fran Snyder, Sara Winter, Jacqueline Vimo, Val Vinokur, Serenity Young.
SOCIAL INQUIRY (GUIDED AREA OF STUDY)

Director of Undergraduate Studies: Rachel Sherman

The guided area of study in Social Inquiry provides students with a broad overview of modern social theory and approaches, addressing themes common across disciplines in the social sciences—especially sociology, politics, economics, and anthropology. The focus is distinctly historical and comparative, with a focus on Europe, North America, Latin America, and Africa. The intellectual foundations of this program are rooted in the writings of Marx, Weber, Durkheim, Foucault, Habermas, Polanyi, Schumpeter, and Arendt, and the important philosophical issues that underpin the social sciences: democracy, equality, justice, globalization, social order, and individual liberty. Within the framework of this unique interdisciplinary tradition, students gain the training in particular disciplines that will prepare them for working in a specific field or for graduate study. Most of the courses in this area of focus are taught by the distinguished faculty of The New School for Social Research (NSSR), which offers graduate programs in each of the social science disciplines that comprise Social Inquiry.

Students have several options. They may focus on a particular discipline or self-design a program in consultation with the director to explore a particular issue, region, or theme. Each year, appropriate NSSR courses are cross-listed and integrated into recommended curriculum for Lang students focusing on Social Inquiry. Qualified students may take approved graduate courses at The New School for Social Research and can also apply for an accelerated BA/MA program. Students interested in this option should consult with the Academic Advising Office before their junior year.

Recommended Coursework for Guided Area of Study in Social Inquiry (BA in Liberal Arts)

Students pursuing a Bachelor of Arts in Liberal Arts may not elect an academic minor. However, they may pursue a guided area of study in Social Inquiry. The recommended curriculum is 13 courses outlined in Options 1 and 2 below or a self-designed program of study. Students are encouraged to download the Social Inquiry Worksheet to track their progress.

Option 1

Two Integrative Courses:

Any of the following courses: LANT 2013 Reading Ethnography

- LHIS 3001 Uses of the Past
- LPOL 2806 Conflict and Inequality in International Affairs
- LPOL 2023 Reframing the Political
- LSOC 2152 Politics of Consumption
- LSOC 3017 Classics in Social Thought
- LSOC 3069 Contemporary Social Theory
- Three courses in each of three departments and one course in a fourth department. At least six of these courses must be at the 3000 level or higher.

Anthropology
- Economics
- History
- Political Science
- Psychology
- Sociology
- Urban Studies

One Senior Capstone, chosen from:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Option 2

Two Integrative courses (please see list above).

Five courses in each of two departments, at least six of which must be at the 3000 level or higher, chosen from:

- Anthropology
- Economics
- History
- Political Science
- Psychology
- Sociology
- Urban Studies

One Senior Capstone, chosen from:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Option 3

Students may also opt to build a customized area of study in Social Inquiry by submitting a written path statement describing the theme and proposing a selection of courses to be taken and detailing how these courses build upon the chosen theme. The path statement must be approved by the academic advisor by the beginning of the junior year for a student to pursue this option. Completion of the option, once approved, entails two Integrative courses (see the lists above), 10 courses relevant to the student's theme and approved by the academic advisor (at least seven at the 3000 level or higher), and the Senior Capstone.
Social Inquiry Courses

All Economics (LECO), History (LHIS), Politics (LPOL), Psychology (LPSY), and Urban Studies (LURB) courses also apply to this program.

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2011

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LANT 2010</td>
<td>Anthropology of Work</td>
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<tr>
<td>LANT 2013</td>
<td>Reading Ethnography</td>
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<tr>
<td>LANT 3013</td>
<td>Cities and Globalization</td>
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<tr>
<td>LANT 3016</td>
<td>Things</td>
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<tr>
<td>LANT 3024</td>
<td>Politics of Health and Medicine</td>
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<td>LSOC 2001</td>
<td>Sociological Imagination</td>
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<td>LSOC 2042</td>
<td>Politics in Everyday Life</td>
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<td>LSOC 2054</td>
<td>Sociology of Religion</td>
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<tr>
<td>LSOC 2100</td>
<td>Seminar Slam</td>
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<td>LSOC 2850</td>
<td>Urban Sociology</td>
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<td>LSOC 3017</td>
<td>Classics in Social Thought</td>
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<tr>
<td>LSOC 3035</td>
<td>Sociology and Politics of Judicial Culture</td>
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<tr>
<td>LSOC 3995</td>
<td>New School Debate</td>
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Spring 2012

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LANT 2022</td>
<td>Brain and the Self</td>
</tr>
<tr>
<td>LANT 2100</td>
<td>Postcolonial Africa</td>
</tr>
<tr>
<td>LANT 3014</td>
<td>Anthropology, Art and Design</td>
</tr>
<tr>
<td>LANT 3028</td>
<td>Human Rights and Humanitarianism</td>
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<tr>
<td>LANT 2020</td>
<td>Neurocultures</td>
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<tr>
<td>LANT 2500</td>
<td>Politics and Culture of Medicine</td>
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<tr>
<td>LANT 3012</td>
<td>Family Romance</td>
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<tr>
<td>LANT 3014</td>
<td>Anthropology, Art and Design</td>
</tr>
<tr>
<td>LANT 3015</td>
<td>Race, Culture, and Classification</td>
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<tr>
<td>LSOC 2152</td>
<td>Politics of Consumption</td>
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<tr>
<td>LSOC 2153</td>
<td>Social Inequality</td>
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<tr>
<td>LSOC 3013</td>
<td>Sociology Through Theater</td>
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<tr>
<td>LSOC 3019</td>
<td>Modernity and the Social Sciences</td>
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<tr>
<td>LSOC 3069</td>
<td>Contemporary Social Theory</td>
</tr>
<tr>
<td>LSOC 3104</td>
<td>Worlds of Work</td>
</tr>
<tr>
<td>LSOC 3105</td>
<td>Radical Cosmopolitan</td>
</tr>
</tbody>
</table>

Social Inquiry Faculty

Anthropology: Tyler Boersor, Lawrence Hirschfield, Nicholas Langlitz, Hugh Raffles, Vyjayanthi Rao, Janet Roitman, Sharika Thiranagama, Miriam Ticktin

Sociology: Andrew Arato, Jeffrey Goldfarb, Carlos Forment, Lee Orville, Elzbieta Matynia, Virag Molnar, Rachel Sherman, Ido Tavory, Vera Zolberg

URBAN STUDIES

Chair: Scott Salmon

Approximately half the world’s population lives in urban areas. In industrialized countries, such as the United States, less than a quarter of the population remains rural. What does this mean for students at an urban university? Notwithstanding the effects of globalization, most people’s work, living, and recreational spaces; cultural institutions; ethical development; and commercial activities exist within the context of cities and their surrounding metropolitan regions.

The major in Urban Studies provides the tools with which students can begin to understand the peoples and structures that make up cities both in the United States and internationally. Courses explore:

- the city as contested social, political, and imaginary ground, examining the interplay of urbanization, migration, and racial/ethnic identity
- the impact of labor markets on diverse populations
- the way the city shapes and is shaped by cultural life and the natural environment
- the interaction of municipal agencies and nonprofit organizations in areas such as housing and homelessness, health, and social welfare
- the way people in the city work together and against one another
- how neighborhoods are created, destroyed, and revitalized
- the role of the city in the national and global economy
- urban politics as a reflection of and protagonist in these questions.

Raising basic questions about the dynamics of modern life—for example, how life in New York City differs from life in Los Angeles, Berlin, Johannesburg, or Rio de Janeiro—Urban Studies is aimed at both the student who wants to think critically about the urban setting and the student who seeks graduate training or a career in education, law, community development, journalism, urban management, public policy, or health. Students may develop individual paths in areas such as urban geography, urban history, urban culture, urban policy, and urban development and can benefit from graduate courses at Milano The New School for Management and Urban Policy. New York City, with all its problems, excitement, and diverse populations, serves as an educational laboratory and resource.

Curriculum

The major in Urban Studies, which leads to a Bachelor of Arts in Urban Studies, requires completion of a minimum of 13 courses. Students are encouraged to download the Program Requirement Worksheet for the program in Urban Studies to
track their progress. Students should download and bring the Advising Worksheet to the meeting with their advisors.

NOTE: Students focusing in this area of study cannot officially elect an academic minor.

Requirements for the Major in Urban Studies
In addition to the senior capstone, completion of the interdisciplinary path of study in Urban Studies requires a minimum of 12 courses:

One Introduction to the Field:
• ULEC 2620 Dynamic Metropolis

One Urban Core Lab:
• UURB 2010 Urban Core Lab: My Curb

One Research Methodology course, chosen from the following:
• LURB 3010 Community Organizing: Methodologies of Research and Activism
• UENV 3200 Mapping the Urban
• LURB 3003 Urban Homelessness

One Urban History course, chosen from the following:
• UURB 2000 History of World Urbanism
• UURB 2001 History of World Urbanism from 1945 to the Present

One Project-Based Course, chosen from the following options:
• UURB 3210 City Studio: The Small Urban Place
• UURB 3220 Immigrant Communities in the City
• UURB 3230 Megadevelopment

One Advanced Concepts Course, chosen from the following options:
• LURB 3007 Urban Economies
• LURB 3040 Social Justice in the City
• UENV 3510 Planning the Sustainable City

Six additional Urban Studies elective courses, distributed as follows: (At least one of these courses must be a Comparative/Non-Western course):
• One course at 2000 level
• Three courses at 3000 level
• Two courses at 4000 level

Urban Studies Courses
Here is a representative sampling of Urban Studies courses offered. Courses may change. For updated course listings with descriptions, refer to the website at http://www.newschool.edu/lang/urban-studies/ or contact Carrie Neal, Advisor for Global|Urban|Environmental Programs, at nealc@newschool.edu or 212.229.5855 x. 4038.

LURB 2007 Everyday City
STUDENT LIFE

COMMUNICATION WITH STUDENTS

MyNewSchool

MyNewSchool is a customizable Web portal, located at my.newschool.edu, that connects students and employees to the university. Students can access their university email, view and update their personal information, participate in online courses, receive announcements, use library resources, check their accounts, see their financial aid award status and academic records, and much more. Most student business is transacted online through MyNewSchool, including registration for classes, payment of tuition and fees, and posting of grades. New students are notified when their MyNewSchool accounts have been set up.

Student Email Accounts

The university administration and academic departments routinely communicate with students through New School email. The university provides every degree or credit seeking student with a New School email account. Official communications are made to the New School email address only.

Changes of Address and Telephone Number

Students are responsible for keeping their addresses and telephone numbers current with the university. They can update their contact information whenever necessary through MyNewSchool. University correspondence is mailed to the address designated as “official” or emailed to the student’s New School email address.

STUDENT SERVICES

Student Services offers resources and programs to enrich each student’s experience at The New School and prepare students for a life of responsible citizenship. The Office of Student Services provides the following resources:

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

To find out more about Student Services, visit www.newschool.edu/studentservices.

Student Housing and Residence Life

The New School has living and learning spaces for undergraduate and graduate students with amenities to suit individual needs and budgets. All residences and some apartment facilities are fully furnished and staffed by professional residence hall directors and student resident advisors. Through the enthusiasm and creativity of the resident advisors, students who choose to live in university residences are introduced to diverse educational and social activities at The New School and in New York City. All facilities have 24-hour security coverage, and our staff is trained in handling emergencies should the need arise. The “Residence Hall Handbook” details housing services and residence hall policies essential to creating safe, supportive, and respectful communities.

For students who wish to navigate the metro New York real estate market, listings of rental properties, shared apartments, short-term accommodations, and sublets are available in the Student Housing office. Student Housing will provide a compilation of current listings on request. The “Off-Campus Housing Resource Guide” provides information about New York City and its neighborhoods and the ins and outs of the local real estate market. Workshops and one-on-one sessions with the staff are also available. For more information, visit www.newschool.edu/studentservices.

Students can enroll in a university meal plan or take advantages of dining facilities on campus on a cash basis. (Students living in certain residence halls are automatically enrolled in a meal plan.) For more information, visit www.newschool.edu/studentservices.

Student Health Services

Student Health Services provides counseling and medical services, promotes student wellness and health, and administers the Student Health Insurance Plan. All degree, diploma, visiting, mobility, graduate certificate, and non-matriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically charged a Health Services Fee at registration.

A Medical Services staff of physicians, nurse practitioners, physician assistants, nurses, and office assistants is available to provide treatment for illnesses or injuries, routine healthcare, and medical advice. The Counseling Services staff of licensed psychologists, clinical social workers, an art therapist, and a psychiatrist provides emotional support and psychological counseling in a supportive environment, working with each student client on a reasonable and helpful plan of action to address the student’s concerns. The Wellness and Health Promotion program empowers students, connects them to information, resources, and support, cultivates healthy attitudes, skills and behaviors, and fosters a culture on campus that values health. Professional health educators meet with students one-on-one, offer workshops, and provide interactive programs on a variety of topics, including but are limited to stress reduction, money management, time management, meditation, acupressure, nutrition and cooking, physical activity, smoking cessation, harm reduction, sexual health, HIV/AIDS, depression, sexual assault, and interpersonal violence. For more information visit www.newschool.edu/studentservices/health.
Student Health Insurance
The university offers students a comprehensive health insurance plan that includes coverage for emergencies, hospitalization, and regular outpatient visits. The Student Health Insurance Plan provides easy access to health care services locally, nationally, and globally. For complete information about the Student Health Insurance Plan, visit www.newschool.edu/studentservices/health. All eligible students are automatically enrolled at registration.

Waivers: Students may be eligible to decline the insurance plan by submitting an Online Waiver Form before EVERY fall semester by the posted deadline (or spring semester for students entering in the spring). Access the Online Waiver Form by going to www.universityhealthplans.com (select the “New School” link). To learn more about the Student Health Insurance Plan and your financial responsibility if you do not waive the insurance, visit the Student Health Services section of the university website.

New School Career Development
The Office of Career Development promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. Services are designed to assist students as they enter the competitive global job arena. The services include individual counseling, special programs and workshops in the form of résumé reviews, mock interviews, and cover-letter writing, connections to full- and part-time employment opportunities, career resource information, and job search strategies. To facilitate the search for information online, Career Development posts information arranged by field on its website.

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

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

The mission of International Student Services is to help international students from other countries reach their full potential and have positive experiences at The New School. Along with the rest of the university community, International Student Services promotes diversity and respect for cultures from all over the world. The office offers workshops, handouts, and other programs, as well as advice and support. Every international student has access to one-on-one advising. For more information, please visit www.newschool.edu/studentservices.

Student Disability Services
The New School is committed to helping students with disabilities obtain equal access to academic and programmatic services. Student Disability Services assists students who may need special accommodations, as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973. If you have a temporary or chronic disability of any kind, please submit medical documentation to Student Disability Services at the beginning of the semester. The staff will advise you on policies and procedures and discuss available support and accommodations. For more information, visit www.newschool.edu/studentservices/disability.

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

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

Social Justice Committee
The Office of the Provost, committed to making social justice one of The New School’s top priorities, has established a university-wide Social Justice Committee to guide The New School’s efforts to promote a sense of inclusion and fairness among the many social identities, life experiences, intellectual approaches, and personal beliefs represented in our community. A concern for social justice is central to the way in which many understand and relate to The New School. This impulse can be traced in the history of our divisions and programs, which have been concerned with providing access to higher education for working people, serving as a haven for scholars at risk, devising policies that promote equity and democratic governance, designing for democratic participation.
and social change, and contributing to the public discourse on economic development. For more information, visit www.newschool.edu/provost/social-justice.

**UNIVERSITY RESOURCES AND FACILITIES**

The New School is located in New York City’s Greenwich Village, with a few facilities elsewhere in Manhattan. For a campus map and building hours visit www.newschool.edu/about.

**Libraries**

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

**New School Libraries**

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

**Research Library Consortium Libraries**

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

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

**Blackboard**

Blackboard is the virtual “classroom” used for online and many on-campus courses. Log in by selecting the Blackboard icon at my.newschool.edu.

**University Writing Center**

The University Writing Center helps students become better expository writers, offering individual tutoring sessions in every phase of the writing process, from brainstorming ideas to developing an outline or rough draft to revising and editing. In addition, the center provides mathematics tutoring, ESOL support for speech and pronunciation, and tutoring in graduate-level academic writing for students enrolled in MA and PhD programs.

The Writing Center works both by appointment and on a walk-in basis. All sessions start on the hour and are 50 minutes long. To schedule an appointment or for more information visit www.newschool.edu/writingcenter.

**Computing Facilities**

Students have access to the latest technology in the labs and work spaces operated by the office of Academic Technology. For locations of facilities and hours of operation, visit www.newschool.edu/at. Features include:

- Mac and Windows open labs with printers
- Computer-equipped presentation classrooms
- Advanced video, audio, Web, print design, 2D and 3D modeling and animation programs
- Research, statistics, and Microsoft Office software
- Private editing suites, an AV recording studio, and a voiceover studio
- Print output center for photographic quality standard and large-format printing
- Specialty scanners (oversized, slide, film, and drum)

Questions about AT labs, the equipment center, the print output center, and AT-supported presentation classrooms should be directed to the Academic Technology staff: Email at@newschool.edu or call 212.229.5300 ext. 4538.

**Wireless**

The New School provides free wireless Internet access throughout the campus. For information visit www.newschool.edu/at/network/wireless.

**University Help Desk**

The University Help Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues.

Contact the Help Desk Monday–Friday, 8:30 a.m. to 5:30 p.m.
Telephone: 212.229.5300 ext. 2828
Email: helpdesk@newschool.edu

**Other Resources**

**Barnes and Noble Booksellers**
105 Fifth Avenue at 18th Street
212.675.5500
www.barnesandnoble.com/textbooks

New and used textbooks for most courses are available for purchase at the Barnes and Noble store on 18th Street.

**The Foundation Center**
79 Fifth Avenue, 2nd floor
212.620.4230
www.fdncenter.org

Students pursuing foundation funding for their education (or for research projects) can contact the reference librarians at the Foundation Center. To learn more about these resources, visit the www.fdncenter.org.
POLICIES AND PROCEDURES

REGISTRATION

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

Registration Procedures

Registration procedures at The New School vary by school. Students should refer to the Registration Information website (www.newschool.edu/reginfo) each semester for detailed registration instructions specific to their school as well as relevant policy information. Students should follow the registration procedures outlined by their school.

Note the following specifics regarding registration procedures:

Exact advising and Web registration dates will be provided by the student’s division. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing degree students register in April for the following fall term and in November for the following spring term.

All course registrations must be approved by a departmental advisor before a student registers and then submitted to the registrar’s office through MyNewSchool or in person. Students who register for a course without an advisor’s approval will be asked to drop the course and may be administratively withdrawn from the course.

Student Financial Services emails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered and will not receive credit for courses not appearing on the schedule. Registration is not complete until payment or payment arrangements have been made.

Students who do not register or who do not make payments by the stated deadlines (see below) will incur late fees. Deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition or late fees, or for failure to submit vaccination forms).

Registration Holds

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

Full-Time and Half Time Status

For undergraduate degree students, full-time status is defined as enrollment in a minimum of 12 credits per semester. Half-time status is defined as enrollment in a minimum of six credits per semester.

Students with loans or tuition grants from external sources, including New York State TAP awards, should be advised that such programs might require 12 credits for full-time status. It is the student’s responsibility to meet the full-time status requirements as defined by each external source of funds.

Lang students who wish to register for (or drop/withdraw to) part-time status (fewer than 12 credits) must see the Advising Office for special approval. Enrollment as a part-time student could have implications for tuition charges, financial aid, housing eligibility, health insurance, and international student visas, among other concerns. Part-time Lang students are charged on a per-credit basis.

Course Levels

1000 level: Advising classes and other first-year seminars, first-year Writing classes, and first-year Reading NYC classes. These courses develop the skills necessary for academic success.

2000 level: Introductory courses with no prerequisites or with a minimal stated prerequisite (e.g., completion of one first-year Writing course). Courses may satisfy area of study requirements.

3000 level: Intermediate-level courses. These courses build on prior knowledge and skills developed in 1000- and 2000-level courses. They usually take a more specialized approach to the subject. Completion of a course at the 2000-level in the same area of study is presumed.

4000 level: Advanced-level courses. These courses take a sophisticated approach to the subject matter, assuming a masterful grasp of methods and approaches in the discipline. Students should have taken two courses in the discipline, including one at the 3000 level.

4400/4500 level: Graduate-level courses cross-listed with Lang subject codes. These courses are only open to juniors and seniors with previous relevant coursework.

Course Prerequisites

Before taking a course, students are expected to meet its prerequisites. Prerequisites indicate the specific knowledge or coursework that is necessary and/or the level of academic maturity that is required for a student to do well in the course. Students may be taking a course’s prerequisite at the time they advance register for the course. If the student has not taken the prerequisites, the instructor may ask the student to drop the course. If the student has not taken the prerequisites, but the instructor believes the student has sufficient academic preparation to succeed in the course, the instructor, in consultation with the chair, may give the student permission to take the course. Certain courses may be taken only with permission of the instructor. Prerequisites are noted in the course description.
Repeatable Courses

Certain courses note in their descriptions that they “may be repeated once” or “may be repeated as the topic changes.” Students may repeat such courses within those restrictions and receive credit each time. All grades for such repeatable courses are computed in the student’s grade point average. Only courses stating in the description that they may be repeated may be taken more than once for credit.

Mutually Exclusive Courses

Mutually exclusive courses are those whose content is so similar that students who have taken one will be repeating the material if they take the other. Such courses are identified in their catalog descriptions with notations such as “students who have taken [mutually exclusive course] are not permitted to take this class.” Students risk losing both the credits and the grade if they take two courses that are designated as mutually exclusive.

Cross-Listed Courses

Cross-listed courses offered by graduate programs in the university are open to juniors and seniors at Lang and identified in this catalog and on the website as either LXXX 4400 or LXXX 4500. Enrollment is usually limited to five Lang students, and many courses require permission of the instructor. Lang students must register under the Lang number. The title, course description, prerequisite(s), meeting time and place, and credit hours are the same for Lang students and graduate students taking the course. The courses count toward the student’s undergraduate degree, not toward a graduate degree. They do not count as swing credits for combined degree students. Undergraduate academic policies apply, including time limits to complete an incomplete grade. Some but not all of these 4500-level courses satisfy requirements in a particular area of study. The course description will be the students’ guide.

Freshman and Sophomore Breadth Requirement

A liberal arts education provides students with the skills to think critically and creatively. Students at Lang are encouraged to take advantage of the variety of courses offered at the college and the university to broaden their knowledge of themselves and the world.

To that end, students with fewer than 60 credits may not take more than two courses in one area of study in one semester. For example, students with fewer than 60 credits may take no more than two courses designated LTHR (Theater) per semester.

Limits on Course Credits

There is a limit on the total number of credits from certain courses that can be applied toward the 120 required for the BA degree. Listed below are the maximum credits that can be applied toward the total number of credits required for a degree:

- Graduate courses
- Retaken courses (other than “repeatable”)  
- Independent study
- Internships

Activity-Related Courses*

Students may take any combination of these courses during their career at Lang, but the total combined credits for these courses is 24.

*Activity-Related courses include student newspaper, Academic Fellows, Release, experiential courses and other out-and-about courses, fitness and outdoor courses, Teaching and Learning seminar, Lang College Singers, New School Radio, etc.

Maximum Credits Earned in Non-Liberal Arts Courses

BA candidates may take a maximum of 30 credits in non-liberal arts courses.

The following are non-liberal arts courses:

- All dance and music performance courses
- Studio-based art and design courses
- Theater productions each semester
- Film and digital production courses, including toolkits
- Internships
- Wellness courses
- Applied Arts, Vocational, and Business Administration Courses

Permission to Take Courses at The New School for Social Research

Lang students who have chosen the New School for Social Research BA/MA option should see the appropriate New School for Social Research advisor to get information on departmental requirements and course offerings before each registration period. A list of departmental advisors is available on the website for NSSR Student Services at www.newschool.edu/nssr/subpage.aspx?id=9244. Lang students register for graduate courses using the three-credit graduate course numbers. This procedure ensures that the course appears on the transcript as a graduate course and counts toward the 12 “swing” credits that accelerate completion of the master’s degree.

Students who are not in The New School for Social Research accelerated BA/MA option but wish to take graduate-level courses must be juniors or seniors. Petitions for taking graduate courses are due prior to the semester in which the graduate course is offered. Before submitting a petition, students must receive written permission from the student advisor in the graduate department, the instructor of the course, and the chair of the area of study. Then they must submit the petition to their academic advisor, attaching all written permissions. Students will be notified by university email whether registration for the course has been approved. If approved, students must go to the Academic Advising Office to complete their registration, using the appropriate course number for the graduate division. The course will count only toward the BA degree at Eugene Lang College unless the
student has been formally admitted to the accelerated bachelor’s/master’s option.

Adding, Dropping, and Withdrawing from Courses

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

There is a financial penalty for dropping classes once the term has begun if it results in part-time enrollment status or the student was registered for credits in excess of the flat-rate limit. However, if a student adds equivalent credits in the same day, the penalty is waived. (See the University Refund Schedule for more information.)

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

Adding a course: through second week of semester

Dropping a course (deleted from student’s academic transcript): through third week of semester

Withdrawal with a grade of W noted on academic transcript (no academic penalty)

• Through seventh week of semester

Withdrawal with a grade of WF noted on academic transcript (equivalent to an F in GPA)

• After seventh week of semester

Late-starting courses may be added after these deadlines with an advisor’s permission. Online courses may have different deadlines; refer to the registrar’s office website for details.

Attendance in class or completion of course requirements alone does not constitute formal registration and will not make a student eligible to receive credit for that course. Likewise, failure to attend classes, failure to complete coursework, failure to complete payment, or notification of the instructor, does not constitute official withdrawal and may result in a permanent grade of WF on the student’s record.

BILLING, PAYMENT, AND REFUND POLICIES

Lang tuition and financial aid packages make a college education affordable for qualified students. For 2011–2012, tuition and fees are $37,810. This sum includes the mandatory Health Services Fee. It does not include room and board costs, which are available from the Housing Office and at www.newschool.edu/studentaffairs/housing. See also the chart on page 17.

Billing and Payment Information

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

Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) in full, less approved financial aid awards. Degree students may also make payment arrangements with the approval of Student Financial Services at the point of registration.

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

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

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

Monthly Payment Plan

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

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

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

The plan is interest free and there is a $55.00 enrollment fee per semester. Payment for the fall five (5) month plan begins on August 1, and payment for the fall four (4) month plan begins on September 1. Payment for the spring five (5) month plan begins on January 1, and payment for the spring four (4) month plan begins on February 1. Enrollment is through MyNewSchool.

Important Note: All payment plans are based on per semester charges. Students will need to re-enroll each subsequent semester in order to continue using the payment plan as an option.
Deferral of Payment for Approved Financial Aid

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

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

For additional information contact Student Financial Services.

Deferral of Payment for Employer Reimbursement

Students expecting reimbursement from an employer or sponsor may defer payment of tuition and fees by submitting a signed authorization letter on official employer/sponsor letterhead along with the appropriate deferral form(s) as described below. This may be done by mail or fax or in person, but not by email.

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

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

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

Returned-Check Fee

All checks returned from the bank are automatically re-deposited for payment. If, for any reason, a check does not clear for payment after being deposited a second time, a penalty of $30 is charged to the student's account. The university cannot presume that the student has withdrawn from classes because the check has not cleared or has been stopped; payment and penalty remain due. Payment for the amount of the returned check and the $30 returned check fee must be made with cash, certified bank check, or money order. Another personal check will not be accepted.

An additional 10 percent penalty is charged if payment for a returned check is not received within four weeks. After a second returned check, all future charges must be paid with cash, certified bank check, or money order. Personal checks will no longer be accepted from that student. If it becomes necessary to forward an account to a collection agency, an additional 10 percent penalty will be charged on the remaining account balance.

Refund Schedule and Policies

Students are responsible for familiarizing themselves with university policies regarding adding or dropping courses and refund of tuition and fees.

In the event of early withdrawal, a percentage of tuition may be refunded. Refunds are granted only after the official withdrawal procedure has been completed or the university determines you are no longer enrolled.

In processing tuition refunds for degree students who drop or withdraw from fall or spring classes, the following schedule applies. (For the summer refund policy, see the registrar’s website.) Please note that fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract:

University Refund Schedule—Degree Students

<table>
<thead>
<tr>
<th>Course Dropped</th>
<th>% of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before semester begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within first week of semester</td>
<td>90%</td>
</tr>
<tr>
<td>Within second week of semester</td>
<td>80%</td>
</tr>
<tr>
<td>Within third week of semester</td>
<td>70%</td>
</tr>
<tr>
<td>Within fourth week of semester</td>
<td>60%</td>
</tr>
<tr>
<td>After fourth week of semester</td>
<td>No refund</td>
</tr>
</tbody>
</table>

The above percentages will be applied to the number of credits dropped or withdrawn, in order to determine a student’s remaining liability for those credits. The tuition will then be recalculated to include the new credit load and any liability for dropped/withdrawn credits. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Refund processing takes approximately four weeks, though less time if a student has signed up for electronic refunds through MyNewSchool.

Student financial aid may be affected when a student withdraws or drops credits. Failure to complete payment prior to withdrawal does not relieve a student of financial liability. Students should contact Student Financial Services with questions regarding their account.
Students receiving federal financial aid who withdraw officially or unofficially from all classes are subject to a Title IV recalculation of aid. Federal aid eligibility is re-determined based on the student's last date of attendance in class, using a proportional calculation through 60 percent of the payment period (i.e., the ninth week for semester-length courses). Title IV recalcitations may result in the loss of all or some federal loans and federal grants. Students subject to recalcitations will be sent a revised award letter indicating any change in federal aid. Such recalcitations of aid eligibility have no bearing on a student's institutional charges. The amount of tuition, fees, housing, and meal plan charges assessed will be based on the institutional refund policy as listed above.

Electronic Refunds Deposited in Your Bank Account
Student refunds can be deposited directly to a personal savings or checking account. Students can sign up for this service on MyNewSchool. Exception: For students who are using a Parent Loan for Undergraduate Students to finance their educational expenses, a paper refund check (if applicable) will be sent to the parent borrower.

Late Registration and Late Payment Fees
The policy outlined below applies to all continuing degree students, except those returning from a leave of absence or mobility. (Students on “mobility” are those students studying abroad or students away from the college in an approved program such as the Lang/Sarah Lawrence College exchange program.) It does not apply to newly admitted students during their first semester. Please note that tuition and fee policies are subject to change.

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

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

Appeals. Students who are charged the late payment fee or late registration fee and have extenuating circumstances that warrant a review of the fee may appeal by writing a letter stating their case and attaching appropriate documentation. The appeal must be received prior to October 15 for the fall term or prior to February 15 for the spring term. The fee must be paid before the appeal can be reviewed. If the appeal is granted, a refund will be issued. The appeal should be sent to:

University Appeals Committee
c/o William Kimmel
University Registrar
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003

Midterm Evaluations
Halfway through each semester, students receive written evaluations of their work from their instructors. Copies of these evaluations are also sent to students' academic advisors and are to be used as an advising tool. Students having trouble in a particular course should schedule an appointment to speak with the course instructor or contact the advising office.

Midterm Warnings
Before the deadline for officially withdrawing from a class (with a grade of W), students whose performance has been deemed poor or unsatisfactory by their instructors will receive an official warning notice through their New School email accounts. Upon receipt of such a notification, students should immediately meet with their instructors or their advisors to determine the most appropriate course of action.

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

Numerical Values of Grades
A = 4.0  B+ = 3.3 C+ = 2.3 D = 1.0
A- = 3.7  B = 3.0  C = 2.0  F = 0.0
B- = 2.7  C- = 1.7 WF = 0.0

The following grades are not figured into the grade-point average:
W = Withdraw
I = Temporary incomplete
P = Pass (credits count toward degree)
U = Unsatisfactory (credits do not count toward degree)

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

Grade of WF
The grade of WF is issued by an instructor to any undergraduate student who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an “F,” which indicates that the student technically completed requirements.
but that the level of work did not qualify for a passing grade. The WF is equivalent to an F in calculating the grade-point average (zero grade points) and no credit is awarded.

**Grades of Incomplete**

The grade of “I,” or Temporary Incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student’s academic life is interrupted by a medical or personal emergency. This mark is not given automatically, but only upon the student’s request and at the discretion of the instructor. A Request for Incomplete form (available in the Lang Academic Advising Office) must be completed and signed by student and instructor, and then submitted to the advising office. The incomplete grade is not official until the form has been received. The advising office keeps track of the total number of Incompletes requested by the student. The deadline for students to submit contracts for final signature is the last day of classes in the semester requested.

The time allowed for completion of the work and removal of the “I” grade will be set by the instructor with the following limitations: Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes, and no later than the seventh week of the following spring semester for fall term incompletes. This time limit also applies to graduate courses taken by Lang students. (It is the student’s responsibility to make appropriate arrangements with the faculty member to complete the work during this period.) For questions, contact the Academic Advising Office at 212.229.5100 x2264.

Grades of “I” not resolved in the prescribed time will be recorded as a final grade of “WF” by the Office of the Registrar.

**Limitations to the Incomplete Policy:** Lang students may take no more than two Incompletes in one semester. Exceptions to the limitation of two Incompletes will be granted on a case-by-case basis and only in response to a serious, documented medical or personal emergency. In that situation, the student should contact the assistant dean of students and the course instructor with a written explanation of the circumstances (or someone acting on behalf of the student, if medically disabled).

**Grade-Point Averages**

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

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

**Grade Changes**

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

In the interest of fairness to all students registered in a course, grade changes should be submitted only for the following reasons: 1) a recording or calculation error was made by the instructor. or 2) an agreement is made between the student and the instructor to reevaluate all work submitted during the semester in which the course was taught. Please note that an agreement by the instructor to reevaluate work does not guarantee a higher grade. No work should be accepted after the semester has ended unless an Incomplete grade was approved by the instructor before the last class session.

**Grade Appeal Policy**

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

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

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

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

**ACADEMIC TRANSCRIPTS**

An official transcript carries the registrar’s signature and the New School seal, and documents a student’s permanent academic record at the university. Students may have a transcript mailed to the address of their choosing (including other colleges and institutions) by submitting an official request to the Office of the Registrar. This can be done online at MyNewSchool, or by completing the transcript request form available on the web at http://www.newschool.edu/studentservices/registrar/transcript s/.

Standard transcript services are free of charge, but rush delivery is available for a fee. Transcripts are not issued for students with outstanding debts to the university.
ACADEMIC STANDING AND PROGRESS

Dean’s List
Undergraduates who are full-time students and have a term grade point average of 3.7 or higher are placed on the Dean’s List, which is noted on the academic transcript. Students who receive grades of incomplete will be eligible for the Dean’s List if they complete all course requirements within the time allocated by the instructor. Dean’s List is not awarded for the summer term.

Class Standing
Students’ class standing is determined as follows:
First-year students: 0 to 29.9 credits
Sophomores: 30 to 59.9 credits
Juniors: 60 to 89.9 credits
Seniors: 90 credits and above

Academic Standing Requirements
All matriculated undergraduate students must earn a 2.0 term and cumulative GPA to remain in good academic standing. Students with a term or cumulative GPA of less than 2.0 will be placed on academic probation. Students who earn a term or cumulative GPA of less than 2.0 for two consecutive semesters are eligible for academic dismissal. Any undergraduate earning a term GPA of less than 1.0 likewise is eligible for academic dismissal.

Incomplete grades not resolved in the time allocated by the instructor are automatically converted to grades of “WF” and will be considered in determining a student’s academic standing. The “WF” is equivalent to an F in calculating the grade point average (zero grade points).

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

Academic Dismissal Appeals
Students who are dismissed from their degree programs may petition to their dean’s office to reverse the decision by filing a formal appeal. All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission. Otherwise, the student must wait one year before applying for readmission.

Appeals must contain the following information:
An explanation of poor performance and/or failure to complete required coursework
A description of plans to improve academic performance and/or to complete outstanding work
Any other relevant information pertaining to academic history or potential

Readmission of Former Students
Any student who has been out of attendance for one academic year or less (one or two semesters) should contact the Lang Academic Advising Office directly.

Any former student who has been out of attendance for more than one full academic year or beyond an official leave of absence and who wishes to return to Lang must apply for readmission. Students who have attended another institution since their last attendance at Lang must submit official transcripts from those institutions. Students may also be asked to have a personal interview and submit additional materials.

A student seeking to return to the university may be required to apply for readmission if he or she
- was dismissed
- did not complete the official Exit Form before taking a leave or withdrawing
- was not approved for a leave of absence
- was approved for a leave of absence but did not return to the university within the approved time frame
- withdrew from his or her program

Minimum Grades for Area of Study or Major & Minor Requirements
Students must receive a grade of C or higher in a course in order for that course to be counted as meeting the requirements in an area of study. Requirements are all courses that students must take to satisfy an area of study or major, including senior capstone. If a student receives a passing grade, but less than a C, credit will be given for the course and the grade will be included in the student’s average (and listed on the transcript), but it will not relieve the student’s obligation to fulfill that requirement. (In Literary Studies, the Writing concentration has higher grading requirements for sequenced writing courses. For more information, visit www.newschool.edu/lang/academics.)

Changes in Requirements
As Lang grows and evolves, the requirements to fulfill the areas of study may change. When the requirements change, students always have the option of fulfilling the new requirements. However, students who have earned fewer than 45 credits at the time of declaration must fulfill the requirements of the area of study in effect at that time, unless the chair specifies otherwise.

Double Majors, Double Minors, & Double Concentrations at Lang
Students may complete up to two majors or two minors as part of their course of study. Students completing a double major receive one degree with both majors noted on the transcript. Students wishing to double major must complete all
requirements for each degree program. The senior capstone may be either a joint project or the senior seminar from one of the degree programs. The second option requires the approval of chairs from both programs. No more than three courses may be applied toward both majors. Students completing the Bachelor of Arts in Liberal Arts may not elect a second major or an academic minor. In addition, students cannot earn a double major (or minor) between a Liberal Arts degree and any other approved major (or minor).

Similar to this, students can complete two minors, where offered, but must complete all the requirements for each minor program. Since minors require fewer courses in total, the general guideline is that no more than two (2) courses may be applied toward both minors (or a major/minor combination).

Some majors also have concentrations, such as Literature and Writing concentrations in the major Literary Studies. Students may complete two concentrations, where offered, but must complete all the requirements for each concentration, with no more than two courses counted toward both concentrations.

Students cannot receive a dual degree BA/BS, so cannot earn a double major by earning a BS in one subject area and a BA in another.

Students interested in pursuing double-majors should first consult with advisors in those programs/majors to learn whether completing requirements for two different majors, even with the ability for some courses to be “double-counted,” would increase the length of a student’s time at the university.

For more information about majors and minors offered at Lang College, visit www.newschool.edu/lang/areas-of-study.

Retaking a Course

With approval, undergraduate students with a grade of F or WF in a course are eligible to retake the course and have the original grade removed from the cumulative GPA calculation. Approval will be granted for this up to three times during a single degree program. The initial grade will continue to appear on the transcript but will drop out of the cumulative GPA; the grade earned the second time will be used to compute the GPA. Retaken courses will not count twice toward fulfillment of graduation requirements nor for student loan or New York Tuition Assistance Program (TAP) certification. Students who wish to retake a course should contact their advising or dean's office to learn the proper procedure prior to registration.

Attendance and Lateness

Absences justify some grade reduction, and a total of four absences mandate a reduction of one letter grade for the course.

More than four absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following:

- an extended illness requiring hospitalization or visit to a physician (with documentation)
- a family emergency, e.g. serious illness (with written explanation)
- observance of a religious holiday

The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework. For significant lateness, the instructor may consider the tardiness as an absence for the day. Students failing a course due to attendance should consult with an academic advisor to discuss options.

Some instructors might stipulate different guidelines for attendance based on the nature of the course assignments (such as studios, laboratories, workshops) or the course schedule (half-semester classes, classes meeting once a week).

For additional information about attendance and lateness, please refer to the syllabus.

Religious Absences/Equivalent Opportunity

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

Academic Standing and Financial Aid

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

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

STATUS

Change of Major or Program

Students generally declare at the end of their second year of study at the university. After this major is declared, students who wish to change their major should work with their advisor to declare the new major. If a student seeks entrance to a different degree program within their division (e.g. from a BA to a BS) or to another division of the university, he or she should apply directly through the proper admission office.
Leave of Absence
Students in good academic standing may petition for a leave of absence. Students taking a leave of absence should meet with an academic advisor and complete the official Exit Form. Leaves of absence are typically approved for one or two semesters, depending on the curriculum and academic requirements of the program. Recipients of student loans should note that a leave of absence constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or eligibility for student deferment. They should consult Student Financial Services when contemplating taking a leave of absence. International students on F1 and J1 visas normally fall out of status during the period of a leave and must return to their home countries during the leave; international students should consult International Student Services when contemplating a leave of absence.

Academic records for students on leave are maintained in accordance with the relevant drop and withdrawal deadlines, and refunds are calculated in accordance with the University Refund Schedule.

Leaves of absence for medical reasons require appropriate documentation. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student’s eligibility to return. The documentation is usually submitted to the Office of Student Support and/or Health Services.

If unable to return to study as planned, students must contact their academic advisor immediately to request an extension of their leave.

Withdrawal from a Degree Program
Students who wish to withdraw completely from the university must meet with their academic advisor and complete the official Exit Form. Their academic records will be maintained in accordance with the relevant drop and withdrawal deadlines, and refunds will be calculated in accordance with the University Refund Schedule.

Students who withdraw and later wish to return to the university must reapply through the Office of Admission.

Requirements for Graduation
To earn an undergraduate degree, students must have a minimum 2.0 cumulative grade-point average and must complete all degree requirements (as specified in school catalogs) prior to the graduation date.

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

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

For January graduation
Prior to October 1 No fee
After October 1 $20 late fee
After November 1 $50 late fee
The final deadline to petition is November 15.

For May graduation
Prior to February 15 No fee
After February 15 $20 late fee
After March 15 $50 late fee
The final deadline to petition is March 30.

The Commencement Ceremony
The graduation ceremony for both May and January graduates is held in May. Undergraduate students who are within nine credits of completing their degree requirements and who will complete all outstanding credits in the summer term following commencement may participate in the ceremony. Participation in commencement exercises does not ensure that degree requirements have been met.

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

Graduation with Honors
Undergraduates who have completed at least 60 credits in residence for a bachelor’s degree and who have a cumulative grade point average of 3.7 or higher may graduate “with honors” noted on their diplomas and transcripts. Departmental graduation honors are internally awarded and may be noted on transcripts but not on the diploma.

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

ACADEMIC ADVISING
Advisement is a valued and integral component of the educational experience at Lang. Academic advisors provide academic guidance and administrative support to help students take advantage of the academic programs and resources of The New School. Advisors assist students in decisions about curricular choices and overall academic plans, with an emphasis on challenging students to think broadly about their education. In addition, advisors help students consider plans after graduation, which might include a master’s degree, a
professional career, or community service. Advisors establish a comfortable, supportive relationship with students.

**The Importance of Class Advisors**

Lang has an academic advisor designated for each undergraduate class (including transfer students). In addition to monitoring academic progress and registration each semester, they advise students about academic resources and extracurricular programs, with particular emphasis on the integration of academic and experiential opportunities (such as study abroad, professional internships, and volunteer service). Advisors also help students access valuable services throughout the university, including the Writing Center and Office of Career Development. Class advisors are available to respond to the concerns students have about undergraduate life and provide support for academic or personal issues. Students should schedule an appointment with their advisor and visit www.newschool.edu/lang/advising.

**The Mentorship of Faculty Advisors**

At Lang, students often have more academic freedom in their intellectual pursuits than at other institutions. This freedom reinforces the importance of advising. Students are assigned a faculty advisor throughout their time at Lang College. In the first year, students choose an advising seminar based on their academic interests. The instructor for that course becomes their assigned faculty advisor. In most cases, that advisor remains assigned to the student until a major or interdisciplinary program is declared at the end of sophomore year. At that time, students may request reassignment to an advisor in their new area of study. The faculty advisor provides academic guidance and mentorship as students make important educational decisions, including how to create breadth and balance in course selections and class schedules. The advisor and student work together, drawing on the curriculum to realize academic goals. Students are encouraged to develop a relationship with their faculty advisor by discussing more than just prospective classes and registration. Faculty advisors are available to discuss relevant career fields and advanced degree programs after graduation.

**The Perspective of a Peer**

Freshmen benefit from a peer advisor, called a seminar fellow. Seminar fellows are upper-level students who demonstrate leadership and are trained to teach a workshop for first-year students. All freshmen register for this two-credit workshop, which is designed to furnish new students with important skills and resource information.

**POLICY ON ACADEMIC HONESTY**

Lang encourages the broad engagement of ideas through seminar discussion, inter-textual analysis, and interdisciplinary study. In order to fulfill its purpose as an educational institution, the college maintains the highest standards of academic integrity. When students reference the ideas of their predecessors, they enter not only an historical conversation, but also a valuable academic tradition. The faculty expects students to incorporate relevant and insightful citations into their assignments and requires proper attribution to the original authors of the text. Students in all divisions of the university are expected to adhere to these standards in all facets of their academic work. Plagiarism and cheating of any kind in the course of academic work will not be tolerated.

Academic honesty includes the accurate use of quotations as well as the appropriate and explicit citation of sources. Students must cite their sources accurately and honestly when paraphrasing, describing ideas, or reporting on research or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty apply to all forms of academic work, including examinations, essays, theses, dissertations, computer work, art and design work, oral presentations, and musical work.

The New School recognizes that the different academic divisions may have different procedures for source citation and referring to the work of others. Those procedures, however, are based on universal principles valid in all divisions. The students are responsible for learning the procedures specific to their disciplines regarding academic honesty. Instructors are expected to enforce these academic policies and procedures and hold all students accountable to these standards. Information regarding academic honesty should be included on all course syllabi, and students are responsible for knowing all academic policies published in the catalog for Lang.

**Definition of Plagiarism**

Plagiarism is the intentional or unintentional unacknowledged use of someone else’s work as one’s own in any academic endeavor, including essays, theses, examinations, research data, and creative projects, (intentional or unintentional).

Sources of plagiarized material may include books, journals, Internet postings, student or faculty papers, and the purchase or “outsourcing” of written assignments for a course. A detailed definition of plagiarism in research and writing can be found in the fourth edition of *the MLA Handbook for Writers of Research Papers*, pages 26–29.

**Lack of Acknowledgment.** If a student obtains any information or ideas from an outside source, the source must have proper acknowledgement. Direct quotations must be placed in quotation marks, and the source immediately cited. Paraphrased material must also be acknowledged. Failure to do either is plagiarism.

**Use of the Same Work.** The use without permission of the same paper or work to fulfill more than one requirement constitutes plagiarism. A student may submit a single research or creative project to fulfill the requirements for two separate courses only with the prior approval of the instructors. To obtain approval the student must submit a request in writing to both of the professors, who must sign the agreement. Failure to obtain prior approval to submit the same work in more than one course violates the academic honesty principle. The rule is not intended to regulate repeated use of a concept developed by the student, but rather the identical formulation and presentation of that concept. Students with questions about the application of this rule in a specific case should consult with the faculty. N.B.: In the case of sequenced writing courses, where a student may work on several drafts of a longer work
over the course of multiple semesters, acknowledgment of the 
continuation of the project and the permission of the writing 
instructor to do so are sufficient.

Unauthorized Collaboration. Faculty may grant permission 
to students to collaborate with other students in courses 
(laboratories, reports, papers, homework assignments, 
examinations, senior projects, or other academic work for 
credit). Sometimes students are encouraged to collaborate on 
laboratory research, for example, but instructed to submit the 
laboratory reports independently. In general, students should 
assume collaboration on academic work is not permitted, and 
that submission of collaborative work would constitute a 
violation of the academic honesty principle, unless an 
instructor specifically authorizes collaboration. Students 
should discuss any questions they have with instructors in 
advance.

An accusation of plagiarism by one student against 
another. If a student approaches the instructor with an 
accusation of plagiarism against another student, the steps for 
judication below should be followed, and should include a 
meeting with each student individually to discuss the incident 
as thoroughly as possible.

Adjudication

Step One: Student Notification
If the instructor suspects a student of plagiarism, she or he 
should notify the student before recording an official grade. If 
plagiarism is suspected on a final examination or paper, an 
Incomplete grade is recommended until the student can be 
properly notified in writing and the matter discussed. The 
associate dean of student affairs should first be contacted to 
determine if the student has any prior incidents of academic 
dishonesty, and all prospective second offenses are 
automatically referred to the Academic Standards Committee 
for adjudication. If the alleged plagiarism is a first offense 
though, notification should be copied to the associate dean of 
students and to the chair of the area of study. Due to federal 
privacy laws, the instructor should contact the student only 
through the university email account, and confirmed delivery 
of the message constitutes a good faith effort to inform the 
student. If the student fails to respond to the email message 
within two weeks, a final grade should be determined based on 
the best judgment of the instructor.

Step Two: Preliminary Meeting with the Instructor
After notification, the instructor should meet with the student 
to discuss the matter. During this meeting, the instructor 
should ask if the student knows what constitutes plagiarism, 
and should clearly state what it is. The instructor should then 
state the evidence constituting the accusation of plagiarism. 
Either the student or the instructor has the option to request the 
presence of a third party, who could be an administrator or an 
advisor.

The instructor should provide a written document, noting 
whether the student admitted or denied plagiarism, to the 
associate dean of students for tracking purposes; this 
notification should be copied to the student and the chair of 
the area of study.

Step Three: Admission or Review Procedures for 
Disputes
If the student admits to the charge of plagiarism, the instructor 
follows the procedures outlined under Penalties. If 
responsibility is admitted, the account of the admission will 
remain on file with the Academic Advising Office until 
graduation.

If the student disputes the charge of plagiarism, the chair of 
the area of study should request a written account from both 
the instructor and the student and make a determination as to 
whether the case should be referred to the Academic Standards 
Committee. If the case is referred to the Academic Standards 
Committee, the chair notifies the student of the referral. The 
committee should then request copies of all written materials 
and supporting evidence from the chairperson, instructor, and 
student. Copies of all correspondence are forwarded to the 
assistant dean of students.

Within one month after receiving all pertinent materials from 
both the instructor and the student, the committee convenes a 
meeting during which both parties are provided a full 
opportunity to debate the charge (though additional time might 
be required during summer months due to faculty schedules). 
Within two weeks, the committee renders a decision and 
notifies each party of its decision, with copies again forwarded 
to the associate dean of students and the chair of the area of 
Study.

Step Four: Decision and Appeal Procedures
If the Academic Standards Committee finds the student did 
not plagiarize, the charges are dismissed. If the committee 
finds the student did commit plagiarism, the appropriate 
penalties are imposed. Appeals regarding the decision may be 
submitted by either the student or the instructor in writing to 
the dean, who reviews all supporting materials and whose 
decision is considered final.

Penalties
The penalties for plagiarism depend on the extent of the 
plagiarism, which may range from failure to properly cite a 
particular source to the wholesale duplication of an essay, as 
well as the number of previous offenses or recidivism. 
Depending on the nature of the offense and discretion of the 
instructor, the penalties could include the following:

For the first offense, the student may receive an F for the essay 
or creative project in question. For a minor infraction, the 
instructor may allow the student to submit a new essay or 
creative project. For a more serious infraction, the instructor 
may simply calculate the grade of F toward the final grade for 
the course.

For the second offense, a grade of F for the entire course and 
an official warning from the Associate Dean’s Office about 
the seriousness of plagiarism. In the case of a serious 
infraction, the student may also be dismissed from the college.

For the third offense, the student is dismissed from Lang.
Any documentation remains on file with the Academic Advising Office until graduation, but does not become part of the student’s official file.

**STUDENT AND FACULTY RESPONSIBILITIES**

**Undergraduate Student Responsibilities**

By taking responsibility for their education, students enhance the development of their academic, social, and career goals. Lang students are expected to take responsibility for their academic choices as part of a well-rounded educational experience. The student’s faculty advisor, the advising office, peer advisors, the internship office, and chairs of the individual areas of study are available to assist students with academic advising, long-range goals, and career explorations. Students are responsible for reviewing, understanding, and abiding by the college’s regulations, procedures, requirements, and deadlines as described in official publications including this catalog, the *Student Handbook*, and registration booklets.

**In the Classroom**

Students are expected to

- attend class regularly unless other arrangements are made
- arrive for class on time and leave the classroom only at the end of class
- do the reading and assignments to take full advantage of the seminar style of teaching upon which the curriculum is based
- engage thoughtfully and courteously in class discussions
- exhibit proper, nondisruptive classroom behavior
- secure and turn off all cell phones, pagers, and entertainment devices during class unless otherwise directed by the course instructor. Any use of a cell phone or other unauthorized electronic device during an examination is presumptive of academic dishonesty.

**In the Course**

Students are expected to

- observe the requirements for the course and consult with the instructor if they don’t have the required prerequisites
- review and understand the course syllabus
- keep up with the coursework, submit all required work on time, and take all scheduled examinations
- address any conflicts in syllabus and exam scheduling with the instructor as soon as possible
- review all graded material and seek help if necessary
- immediately notify the instructor of any disabilities that might interfere with completion of coursework or require accommodation
- fairly and thoughtfully complete the course evaluation form.

**Academic Progress**

Students are expected to actively assess their academic progress each semester and to be aware of their progress toward completion of graduation requirements. They are expected to

- meet regularly with their faculty advisors to assess their academic and career goals and progress
- review academic policies and procedures described in the current catalog
- know the graduation requirements for both Lang and the chosen area of study and plan appropriately to be able to complete the requirements, including the senior capstone
- maintain personal copies of forms and worksheets for independent studies, internships, senior capstone, progress reports, general educational material, and transfer credit evaluations until after graduation
- take responsibility to ensure that any academic records from other universities are received and evaluated by the admission and advising offices, their advisors, and the chair of the chosen area of study

**Interactions with Faculty, Instructors, Administrators, and Other Students**

Students are expected to

- understand what constitutes academic honesty and adhere to its principles
- be respectful and courteous to instructors, staff, and other students
- know and abide by the university’s sexual harassment policies and the policies regarding consensual relationships between instructors and students
- consult the *Student Handbook* about rights and responsibilities specific to student conduct in and out of the classroom
- use their university email account and consult it on a daily basis. Faculty and administrators will not communicate with students using non-university email addresses.

**Faculty Responsibilities**

Instructors at Eugene Lang College use a broad range of methods in their teaching. The following list of responsibilities does not define good teaching; it represents only a minimal set of conditions and practices that faculty members are expected to observe while teaching.
In the Classroom and Conference

• Instructors must meet their classes regularly and promptly, at times and places scheduled.

• Only for the most serious reasons should classes be cancelled, and students should be given advance notice, if at all possible, of instructors’ absences.

• Part-time instructors should make themselves available to students outside of class time through face-to-face meetings and by telephone or email.

• Office hours for full-time instructors should be included on the syllabi, posted outside the instructor’s office, and turned in to the dean’s office.

• Full-time instructors should be available for appointments with students who are unable to meet with them during regularly scheduled office hours due to conflicts with other courses.

Course Descriptions and Requirements

• Instructors must read the course description guidelines and write descriptions consistent with them.

• Prerequisites that are not stated in the published course descriptions may not be imposed.

• A written syllabus that clearly defines the content, goals, and requirements of each course must be distributed at the beginning of the course, made readily available throughout the Add/Drop period, and sent, preferably by email, to the associate dean’s office. The syllabus must include the attendance and lateness policy, the policy on plagiarism, and the policy on disabilities. Instructors must read the syllabus guidelines and prepare syllabi consistent with them.

• Syllabi must be posted on Blackboard within the first week of the semester.

• Instructors must conduct any teaching and course evaluation surveys that have been approved by the college. The results of course evaluations should be used in periodic reviews, and when appropriate, in revisions of the course.

Assessment of Student Performance

• Written and other homework assignments, in-class writings, and examinations should be evaluated and returned promptly. Written comments explaining the instructor’s criteria for evaluation and giving suggestions for improvement should be provided.

• Instructors are expected to provide students with appropriate and timely notification about their academic performance in a course. Instructors must provide evaluations of students at least one week before the last day to withdraw from the class with a “W.” The midterm student evaluation provides a good opportunity to alert students who are at risk.

• Examinations, papers, and other homework submitted at the end of the term should be graded and either returned to students or retained for one semester.

• Any change to the course grading policy during the semester must be announced and made available to all students enrolled in the course. Assigning additional work to individual students who wish to improve their grades, during or after the semester, is prohibited.

Professional Conduct and Interaction with Students

• If an instructor suspects a student of academic dishonesty, the instructor must follow the procedure set forth in the college’s Policy on Academic Honesty.

• In teaching and advising, instructors represent the college and the university. As such, they are bound by the university’s sexual harassment policies. Instructors are also bound by policies that prohibit any consensual relationships with students that might compromise the objectivity and integrity of the teacher-student relationship. Examples include romantic, sexual, or financial relationships.

• Instructors must abide by the privacy rules as set forth in the Family Educational Rights and Privacy Act (FERPA). They must maintain the confidentiality of records of students’ academic performance and progress, including examinations, homework, and grades. Instructors are also required to complete the FERPA training. The link is www.newschool.edu/admin/registrar/ferpaquiz/index.htm.

• In dealing with students, instructors should be courteous, helpful, and fair. They should take into account the range of cultural factors and physical challenges that can affect learning and should attempt to help students overcome any disadvantages.

OTHER POLICIES

The Student Right to Know Act

The New School discloses information about the persistence of undergraduate students pursuing degrees at this institution. This data is made available to all students and prospective students as required by the Student Right to Know Act. During the 2011–2012 academic year, the university reports the “persistence rate” for the year 2010 (i.e., the percentage of all freshmen studying full time in fall 2010 who were still studying full time in the same degree programs in fall 2011). This information can be found under the common data set information. Visit the Office of Institutional Research at www.newschool.edu/admin/oir for more information.

Intellectual Property Policy

Under The New School’s Intellectual Property Policy, the university shall have a nonexclusive, royalty-free, worldwide
License to use works created by its students and faculty for archival, reference, research, classroom, and other educational purposes. With regard to tangible works of fine art or applied art, this license will attach only to stored images of such work (e.g., slides, videos, digitized images) and does not give the university a right to the tangible works themselves. With regard to literary, artistic, and musical works, this license will attach only to brief excerpts of such works for purposes of education. When using works pursuant to this license, the university will make reasonable efforts to display indicia of the authorship of a work. This license shall be presumed to arise automatically, and no additional formality shall be required. If the university wishes to acquire rights to use the work or a reproduction or image of the work for advertising, promotional, or fund-raising purposes, the university will negotiate directly with the creator in order to obtain permission.

**Use of Photographs**

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

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

New School faculty and staff engaged in research or supervising student research projects must be aware of their responsibilities for ethical conduct in any project involving the use of human subjects. Faculty and staff are responsible for research done by students under their supervision with respect to these matters. Each research design must be examined for possible risk to subjects. If even minor risk of physical, psychological, sociological, or other harm may be involved, the faculty or staff member must consult with the university Institutional Review Board. The full policy with guidelines and consent forms can be found at newschool.edu/admin/gsp/gspframeset.html.

**Campus Crime Reporting & Statistics**

The Security and Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Anyone wishing to review the university’s current crime statistics may access them through the web site for the Department of Education: [http://ope.ed.gov/security](http://ope.ed.gov/security). A copy of the statistics may also be obtained by contacting the director of security for The New School at (212) 229-5101.

**Academic Freedom: Free Exchange of Ideas**

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

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

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

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

The New School does not discriminate on the basis of age, race, color, creed, gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278, U.S. Department of Education, (Office of Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC's TDD number is 212.741.3080.

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their Division’s Dean Office, their Department Director, or the Office of the Senior Vice-President for Human Resources & Labor Relations, who is the University Disability Official.

Family Educational Rights and Privacy Act

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

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

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

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

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

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

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

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

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

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

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

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

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

The name and address of the office that administers FERPA is: Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
ABOUT THE UNIVERSITY

UNIVERSITY LEADERSHIP

David E. Van Zandt, President
Tim Marshall, Provost and Chief Academic Officer
Frank J. Barletta, Chief Financial Officer and Senior Vice President for Finance and Business
Craig Becker, Vice President and Treasurer
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Rosemary Mathewson, Senior Vice President for Distributed and International Education
Roy P. Moskowitz, General Counsel and Vice President for Legal Affairs
Martin Mueller, Executive Director, The New School for Jazz and Contemporary Music
Pippin Parker, Director, The New School for Drama
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BOARD OF TRUSTEES

For the most up-to-date list, visit www.newschool.edu/administration.html.

THE DIVISIONS OF THE NEW SCHOOL

As we approach the 100th anniversary of the university’s founding, The New School’s legacy of change remains a source of pride. The New School has been evolving since the day it began offering nondegree courses for working adults, responding to changes in the marketplace of ideas, career opportunities, and human curiosity. Each area of study, degree program, and school within the university has a unique story—from the founding division’s focus on nontraditional students to the new approaches to design, management, urban policy, and the performing arts introduced by the divisions that have become part of The New School since the 1970s. Today undergraduate, graduate, and continuing education students still come to The New School expecting a university like no other. For that reason, the story of The New School’s seven divisions, themselves the products of continuous reinvention, occupies a special place in the history of higher education.

Eugene Lang College The New School for Liberal Arts
www.newschool.edu/lang

65 West 11th Street, New York NY 10011 | 212.229.5665

Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. What began as the experimental Freshman Year Program in 1972 and transitioned into the Seminar College in 1975 finally became a division of the university in 1985. This bold experiment in undergraduate education was named to honor educational philanthropist and New School trustee Eugene M. Lang. Students at Eugene Lang College enjoy small seminar-style classes taught by a faculty of prominent scholars, many of whom are also affiliated with The New School for Social Research. Lang is one of only a few liberal arts colleges in the country situated in the center of a major metropolitan area, a location that offers its students unsurpassed opportunities for civic engagement and internships.

Mannes College The New School for Music
www.newschool.edu/mannes

150 West 85th Street, New York, NY 10024 | 212.580.0210

Founded in 1916 by David Mannes and Clara Damrosch, Mannes became part of The New School in 1989. A leading conservatory of classical music, the college provides professional training for some of the most talented student musicians in the world. The comprehensive curriculum, the faculty of world-class artists, and the resources of a progressive university support students in their quest for virtuosity in vocal and instrumental music, conducting, composition, and theory. Like the students they teach, Mannes faculty members come from every corner of the world. They include performers and conductors from prominent orchestras, ensembles, and opera companies and renowned solo performers, composers, and scholars from every field of classical music.
The New School for Drama
www.newschool.edu/drama
151 Bank Street, New York, NY 10014 | 212.229.5150

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop here in the 1940s. His students included Marlon Brando, Walter Matthau, Harry Belafonte, Elaine Stritch, and Tennessee Williams. Piscator established a tradition of excellence in theater education that continues at The New School today. The graduate program in dramatic arts was introduced in 1994 to prepare talented individuals for careers as actors, playwrights, or directors. The school’s New York City setting offers students abundant opportunities to learn through observation as well as professional connections through the broadest career network in the country.

The New School for Jazz and Contemporary Music
www.newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.229.5896

Established in 1986, The New School for Jazz and Contemporary Music offers talented undergraduates an opportunity to train with professional artists from New York’s peerless jazz community. The New School employs a teaching model based on the tradition of the artist as mentor: Our students study and perform with some of the world’s most accomplished musicians and are immersed in the history, development, and latest incarnations of jazz, blues, pop, and all the ever-evolving genres of contemporary music. Learning takes place in the classroom, ensemble playing, one-on-one tutorial sessions, public performances, and master classes with legendary performers. Students develop their creative talents to meet the high standards of professional musicianship exemplified by the faculty.

The New School for Public Engagement
www.newschool.edu/publicengagement
66 West 12th Street, New York, NY 10011 | 212.229.5615

The New School for Public Engagement embodies the values that motivated the university’s founders in 1919. The division was formed in 2011 through the integration of The New School for General Studies, home of the founders’ adult and continuing education programs, and Milano The New School for Management and Urban Policy, created in 1975 to offer graduate study in public administration and civic life. The New School for Public Engagement is a unique academic enterprise. Its degree and certificate programs and continuing education courses connect theory to practice, support innovation in culture and communication, and encourage democratic citizenship through lifelong education. The New School for Public Engagement offers undergraduate and graduate degrees and professional certificates as well as hundreds of open-enrollment continuing education courses for adults in Greenwich Village and online.

The New School for Social Research
www.newschool.edu/socialresearch
16 East 16th Street, New York, NY 10003 | 212.229.5700

In 1933, The New School gave a home to the University in Exile, a refuge for German scholars fleeing persecution by the Nazis. In 1934, The New School incorporated this community as a graduate school of political and social science. In recognition of the graduate faculty’s unparalleled contribution to social science discourse, the division retains the name of The New School for Social Research. Opportunities abound for graduate students to cross disciplinary boundaries and collaborate with social scientists, humanists, designers, and artists in other divisions of the university. The New School for Social Research addresses the most relevant political, cultural, and economic concerns of the day while fostering the highest standards of scholarly inquiry.

Parsons The New School for Design
www.newschool.edu/parsons
2 West 13th Street, New York, NY 10011 | 212.229.8950

Parsons is one of the preeminent colleges of art and design in the world. Founded as the Chase School of Art in 1896 by artist William Merritt Chase and his circle, Parsons was renamed in 1936 for its longtime president, Frank Alvah Parsons, who dedicated his career to integrating visual art and industrial design. Parsons became part of The New School in 1970. The first institution to award university degrees in fashion design, interior design, and lighting design in the United States, Parsons has earned a national reputation as a school at the vanguard of design education. Students in its undergraduate and graduate degree programs hold themselves to exceptional standards of creativity and scholarship, developing their skills and building knowledge in laboratories, workshops, and seminars. Nonmatriculated students of all ages can participate in certificate and general art and design education programs for design professionals and anyone with an interest in art and design.

Visit the home page of each division for information about degrees offered and areas of study.