ABOUT EUGENE LANG COLLEGE

Eugene Lang College The New School for Liberal Arts is a small liberal arts college that offers interdisciplinary courses distinguished by small seminar classes. Its historical roots inform its current philosophy. The school began in 1973 as an innovative first-year program at The New School for General Studies. For a time, it was known as the Seminar College, reflecting the teaching style adopted by its faculty. Then, in 1985, with a generous gift from New York City philanthropist Eugene M. Lang, the college became a separate division of The New School and was renamed for the benefactor. Since then, the mission of the college has been to foster the highest aims of participatory citizenship, community activism, and cultural awareness. Eugene Lang and his family have continued to support this mission.

The mission applies to The New School as a whole. It is a university that inspires and prepares its students to effect positive change in the world. New School graduates include successful economists, actors, fashion designers, urban planners, dancers, philosophers, conductors, filmmakers, political scientists, and jazz musicians. Creative energy flows through every division of the university, but especially at Lang, its liberal arts college.

The seminar—generally 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 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 college is distinguished by faculty who are intellectually active in the classroom, in their academic fields, and in the community. The faculty is made up of recognized 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 more than 30 states and five countries. Enrollment in 2007–2008 exceeded 1,300 students. The current student body is roughly 21 percent students of color and 4 percent international.

Lang students learn to analyze problems and find sustainable solutions. Each area of study is approached from several perspectives. Interdisciplinary foundation courses demonstrate connections between the humanities, arts, social sciences, and natural sciences while encouraging students to draw on multiple disciplines.

Eugene Lang College offers a Bachelor of Arts in:
The Arts
Culture and Media
Economics
Environmental Studies
Global Studies
History
Interdisciplinary Science
Liberal Arts
Literary Studies
Philosophy
Psychology
Urban Studies

Within the Liberal Arts major, students may complete interdisciplinary programs of study in Education Studies, Religious Studies, and Social Inquiry. They may also elect a self-designed program of study. Students graduate with Bachelor of Arts in Liberal Arts.

Lang also offers a dual BA/BFA degree program, in which students can combine a BA from Lang with a BFA from Parsons The New School for Design or The New School for Jazz and Contemporary Music. The college also offers several dual bachelor’s and master’s degree programs with other divisions of The New School.

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Eugene Lang College The New School for Liberal Arts
Office of Admission
72 5th Avenue, 3rd Floor
New York, NY 10011
www.newschool.edu/lang
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 Middle States Commission of Higher Education since 1960. To read the report and documentation from our most recent Middle States review click here. 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 Master’s program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.
- 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.

HEGIS
The Higher Education General Information Survey (HEGIS) number is 4901.00. HEGIS codes for Lang majors are:

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<tr>
<td>The Arts</td>
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Eugene Lang College Administration

Office of the Dean
Stefania de Kennessey, Interim Dean
Kathleen Breidenbach, Associate Dean
Doug Wood, Associate Dean, Administration and Planning
Riva Kadar, Assistant Dean for Academic Affairs
Elizabeth Hynes, Executive Assistant to the Dean
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Ely Kaplan, Systems Manager

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Jemima Gedeon, Junior and Transfer Advisor and Internship Program Advisor
Russell Taylor, Administrative Assistant

Office of Admission
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TBD, Associate Director of Admission
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Jazmyne Crunk, Admission Counselor
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Annie Matches, Admission Counselor
Michael Feldman, Admission Counselor
Jamie Hanley, PT Admission Counselor

Academic Chairs and Directors
The Arts                                      Simonetta Moro
Culture and Media                            Dominic Pettman
Education Studies                           Jaskiran Dhillon
First Year Curriculum                      Mark Larrimore
First Year Writing                           Kate Eichhorn
Foreign Languages                           Anthony Anemone
History                                       Oz Frankel
Global Studies                               Jonathan Bach
Liberal Studies                              Orville Lee
Literary Studies                             Laura Frost (Co-Chair)
Philosophy                                    Dmitri Nikulin
Religious Studies                           MacWelling Todman
Interdisciplinary Science                  Bhawani Venkataram
Social Inquiry                               Lawrence Hirschfeld
Urban Studies                               Joseph Heathcote

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Mary Breasted Smyth
Deborah Aal Stoff
Lawrence Taylor
Mary Elizabeth Taylor
John L. Tishman
Eugene M. Tobin
Lilian Shiao-Yen Wu
**ACADEMIC CALENDAR**

**FALL 2010**

Registration for continuing students April 5–30
Registration for new students; late reg. for cont. students August 23–27
Classes begin Monday, August 30
Convocation Thursday, September 2
Last day to add a class Monday, September 13
Last day to drop a class Monday, September 20

*Last day to withdraw from a class with a grade of W*
Undergraduate students Monday, October 15

*Holidays*
Labor Day Weekend: Saturday–Monday, September 4–6
Rosh Hashanah: Wednesday–Thursday, September 8 eve*– September 9
Yom Kippur: Friday–Saturday, September 17 eve*– September 18
Thanksgiving: Wednesday–Sunday, November 24–28
Winter break: Tuesday–Friday, December 21–January 22

Rescheduled days: on Tuesday, November 23, classes follow the Monday schedule. On Monday, December 20, day classes do not meet and evening classes follow the Wednesday schedule.

Online Session A August 30–December 20
Online Session B August 30–October 29
Online Session C October 11–December 20

Classes and exams end Monday, December 20

*No classes that begin Wednesday and Friday 4:00 p.m. or after and no classes all day Thursday and Saturday.*

**SPRING 2011**

Registration for continuing students November 1–29
Registration for new students; late reg. for cont. students January 18–21
Classes begin Monday, January 24
Last day to add a class Friday, February 4
Last day to drop a class Friday, February 11
*Last day to withdraw from a class with a grade of W*
Undergraduate students Friday, March 11

*Holidays*
Martin Luther King Day: Monday, January 17
President’s Day: Monday, February 21
Spring break: Monday–Sunday, March 14–20

Fall 2010 registration April 4–29
Online Session A January 24–May 16
Online Session B January 24–April 1
Online Session C March 7–May 16
Classes and exams end Monday, May 16
Graduation Friday, May 20
EUGENE LANG COLLEGE FACULTY


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 of Philosophy
PhD, Philosophy, University of Rome

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

Beatrice Banu
Chair and Faculty, Visual and Performing Arts
PhD, CUNY Graduate Center

Banu Bargu
Assistant Professor in Political Science
PhD, Government, Cornell University

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

Richard J. Bernstein
Vera List Professor of Philosophy

Chiara Boticci
PhD, Philosophy, Yale University
Assistant Professor of Philosophy
PhD, Philosophy, EUI in Florence

Colette Brooks
Associate Professor of Theater and Writing
MFA, Drama, Yale University

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

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

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

Katayoun Chamany
Associate Professor, Natural Sciences and Mathematics
PhD, Molecular and Cell Biology, University of California at Berkeley

Doris Chang-Kaplan
Assistant Professor of Psychology
PhD, Clinical Psychology, University of California at Los Angeles

Alexandra Chasin
Assistant Professor and Co-Chair Literary Studies
PhD, Modern Thought and Literature, Stanford University

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

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

Alice Crary
Assistant Professor of Philosophy and Political Science
PhD, Philosophy, University of Pittsburgh

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

Juan E De Castro
Assistant Professor, Literature
PhD, Comparative Literature, University of Southern California

Wendy D’Andrea
Assistant Professor of Psychology
PhD, Clinical Psychology, University of Michigan

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Interim Dean, Associate Professor, Music
PhD, Music Composition, Princeton University

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PhD, Education, Education, Culture, Society; Graduate School of Education, University of Pennsylvania
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PhD, Philosophy, Boston University  

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PhD, Language, Culture and Teaching, York University  

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PhD, History, Cornell University  

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PhD, History, University of California at Berkeley  

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PhD, English and Comparative Literature, Columbia University  

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Michael E. Gellert Professor of Sociology  
PhD, Sociology, University of Chicago  

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PhD, Performance Studies, New York University  

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PhD, French Literature, Yale University  

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PhD, Cornell University  

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PhD, Visual Arts, University of Central Lancashire, Preston

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BLitt, Oxford University

Dmitri Nikulin  
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PhD, Philosophy, Institute for Philosophy of the Academy of Sciences, Moscow

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PhD, Comparative Literature, University of Washington

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PhD, Department of English and Cultural Studies, University of Melbourne

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Professor of Political Science and Chair of Committee on Historical Studies  
PhD, Sociology, University of California at Berkeley

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

Vyjayanthi Rao  
Assistant Professor of Anthropology  
PhD, Anthropology, University of Chicago

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

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

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

Martin Roberts  
Assistant Professor, Culture and Media
Lance Taylor  
Arnhold Professor of International Cooperation and Development  
PhD, Economics, Harvard University

Miriam Ticktin  
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PhD, Anthropology, Stanford University

McWelling Todman  
Associate Professor of Clinical Practice and Director, Mental Health and Substance Abuse Counseling Program and Director of Undergraduate Studies  
PhD, Clinical Psychology, The New School for Social Research

Zishan Ugurlu  
Assistant Professor, Theater  
PhD, Ankara University

Jonathan Veitch  
Associate Professor of Literature and History  
PhD, History of American Civilization, Harvard University

Bhawani Venkataraman  
Associate Professor, Natural Sciences and Mathematics  
PhD, Chemistry, Columbia University

Val Vinokur  
Undergraduate Director of Literary Studies, Assistant Professor of Literary Studies, and Director of Jewish Studies  
PhD, Comparative Literature, Princeton University

Jürgen Freiherr Von Mahs  
Assistant Professor of Urban Studies  
PhD, Sociology and Social Policy, Southampton University

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

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PhD, English Language and Literature, Cornell University

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Associate Professor, Chair of Culture and Media  
PhD, Communication, Murdoch University

Hylton White  
Assistant Professor of Anthropology  
PhD, Anthropology, University of Chicago

Jennifer Wilson  
Assistant Professor, Natural Sciences and Mathematics  
PhD, Mathematics, Princeton University
Neguin Yavari
Assistant Professor, History
PhD, History, Columbia University

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

Vera Zolberg
Professor of Sociology
PhD, Sociology, University of Chicago

Part-Time Faculty
In 2010–2011, the part-time faculty of Eugene Lang College is expected to number 104.
ACADEMICS

MAJORS, MINORS, AND INTERDISCIPLINARY PROGRAMS

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

Eugene Lang College offers a Bachelor of Arts in the following areas:

The Arts
Culture and Media
Economics
Environmental Studies
Global Studies
History
Interdisciplinary Science
Liberal Arts
Literary Studies
Philosophy
Psychology
Urban Studies

Within the Liberal Arts major, students may complete interdisciplinary programs in Education Studies, Religious Studies, and Social Inquiry. They may also elect a self-designed program of study. Students graduate with the Bachelor of Arts in Liberal Arts.

Minors

Lang students also have the option to elect an academic minor except if they are majoring in Liberal Arts. They may not choose a minor in their major area of study. Academic minors are not required. Students interested in completing a minor should check the distribution requirements listed in the section on each major.

Double Majors

Students completing a double major receive one degree with two majors, e.g. the Bachelor of Arts in the Arts with a concentration in Theater and in Psychology. Students wishing to double major must complete all the 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 advisors from both programs. No more than three courses may be applied toward both degrees.

Students completing the Bachelor of Arts in Liberal Arts may not elect a second major or an academic minor.

Other Program and Curricular Options

Students may supplement their course of study by taking advantage of Lang’s five new cluster offerings. These interdisciplinary options draw on courses offered across the university. Clustered courses may also be used as part of the self-designed Liberal Arts major.

Civic Engagement
Gender Studies

Jewish Studies
Race and Ethnicity
Foreign Languages

DEGREE REQUIREMENTS

BACHELOR OF ARTS DEGREES

- Successful completion of a minimum of 120 credits, including 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)
- 40 credits at 3000-level or higher
- Completion of the requirements for the student’s chosen major or interdisciplinary program, generally a minimum of 13 courses, which include the senior capstone
- Senior-year residency: students must spend their final two semesters in residence at Lang

Notes for Transfer Students

- Transfer students must complete a minimum of 60 credits at The New School.
- All transfer students must enroll in at least three Lang courses in their first semester.
- Students receive pro-rated credit toward the requirement of 40 credits of courses at the 3000 level or higher.

Transfer students may use up to two courses taken at other institutions to fulfill major, minor, or interdisciplinary program requirements, as determined by the program chair. Transfer students wishing to apply transferred courses to their area of study must have the courses evaluated by the chair or director of the relevant program. Syllabi are often required.

Common Courses Towards Both Majors and Minors

Students may apply up to two courses in common toward satisfaction of both their major and minor requirements.

BA/BFA DUAL DEGREE PROGRAMS

Lang offers a dual BA/BFA degree program, in which students can combine a BA from Lang with a BFA from Parsons The New School for Design or The New School for Jazz and Contemporary Music.
BA/BFA Degree Requirements

• Successful completion of a minimum 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 Lang course in each 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 (Writing the Essay 2 for Parsons BA/BFA students)

• Completion of Parsons or Jazz program requirements

Transfer students: The transferability of studio credits is determined by the Parsons and Jazz Offices of Admission. Students can learn more about the BA components of the combined degree, including transfer questions, by consulting the assistant dean of students at Lang.

BACHELOR’S/MASTER’S PROGRAMS

The college offers several combined Bachelor’s/Master’s degree programs with other divisions at The New School. Degree programs include Media Studies, International Affairs, and all master’s programs offered by The New School for Social Research and Milano The New School for Management and Urban Policy.

Students can accelerate their progress toward a master’s degree by combining undergraduate work at Eugene Lang College with graduate study at one of the university’s graduate schools. During junior year, students may apply for any of these programs (see below for credit requirements). If admitted, they can earn up to 12 graduate swing credits applicable toward both degree programs, equivalent to approximately one semester of graduate studies. The benefits of the program include a reduction of time needed to earn a master’s degree, a significant tuition savings, additional access to graduate courses, and waiver of the Graduate Record Examination (GRE) and application fees for full admission to their chosen graduate program.

Students are eligible to apply during the semester in which they will complete or have completed 60 undergraduate credits. For transfer students, they must have completed or be in the process of completing at least one full year of academic coursework at Lang. All interested students should contact an admissions representative from the graduate program of interest or attend an information session to learn more. They should also consult with the senior class advisor for additional 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 degrees page of Lang’s website.

Students completing certain undergraduate degree programs may apply for a dual degree in the corresponding graduate program of study. Current dual-degree programs include:

Lang and The New School for Social Research
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

Lang and The New School for General Studies
BA in Culture and Media/MA in Media Studies

In addition, students completing the BA in liberal arts may apply for dual-degree programs in the following:

The New School for General Studies and Milano The New School for Management and Urban Policy
Media Studies
International Affairs
Urban Policy Analysis and Management
Organizational Change Management
Nonprofit Management

The New School for Social Research
Anthropology
Economics
Historical Studies
Liberal Studies
Philosophy
Political Science
Psychology
Sociology
Eugene Lang College welcomes applications from students who combine inquisitiveness, seriousness of purpose, and maturity with the ability to participate fully in a challenging liberal arts program. It renders admission decisions without regard to race, color, religion, national origin, political affiliation, disability, sex, sexual orientation, or age and does not limit the number of students admitted from any one school or geographic area.

The Admission Committee for Eugene Lang College, working with the dean, sets the requirements for admission to the college, 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; at a minimum, however, admitted students must present evidence of achievement in college preparatory courses and demonstrate well-developed writing skills.

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 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.

HOW TO APPLY

To expedite the admission process, students can use Lang’s electronic application at www.newschool.edu/lang. Students can also mail a completed application and the nonrefundable application fee in the envelope enclosed in the application packet. Essays, transcripts, recommendations, reports on interviews (if any), test scores, and supplementary materials may follow at a later date. Students who have questions should contact the Office of Admission by calling 212.229.5665, faxing 212.229.5355, or emailing lang@newschool.edu.

Lang accepts the Common Application in lieu of its own form and gives students using the Common Application equal consideration. The Common Application may be obtained from high school guidance offices or online at www.commonapp.org. The College Entrance Examination Board (CEEB) code for Eugene Lang College is 2521; the ACT code is 2828.

Regular (Freshman) Admission

High school seniors may apply as first-year students for the fall and spring semester. 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. A 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

Each year, Eugene Lang College offers admission to a limited number of students who are interested in beginning college early in lieu of completing the final year of high school. Students must demonstrate evidence of strong academic promise and personal maturity and have the support of their high schools. Arrangements to obtain a high school diploma must be made with the student’s high school prior to admission. Early-entrance applicants follow the same admission procedures as regular freshmen except that they may submit Preliminary Scholastic Aptitude Test (PSAT) scores in place of SAT or ACT scores. 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 and who wish to be informed of the Admission Committee’s decision early can apply for admission under the early-decision option. This option is binding. Students who are admitted are required to withdraw all applications from other colleges and enroll at the college for 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. If this occurs, the application is reviewed again with the regular pool of applicants and the 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. Currently, approximately 4 percent of the students in the college are international. Lang encourages applications from international students who are able to meet the same admission requirements as applicants in the United States. Application materials are the same with one addition: Students whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL). A score of 600 or above on the TOEFL written exam is preferred (250 on the electronic test; 100 on the Internet-based test).

All applicants with international transcripts are required to submit an original transcript along with a certified English language translation. Applicants who would like to transfer academic credits earned at non-U.S. institutions are also required to 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 about applying, visit the www.newschool.edu/lang and choose admission.

Admission to BA/BFA Programs

Applicants to the BA/BFA programs must file the admission application for the joint BA/BFA program, which is accessible online at Lang’s website. The Lang Office of Admission works together with the Parsons and Jazz admission offices to review BA/BFA admission materials. Students may submit their application form and credentials (transcript, essays, test scores, and recommendations) to either admission office, which will share them with the other division. At Eugene Lang College, questions about BA/BFA degree programs should be directed to the assistant dean of students or the senior admission counselor.

High school seniors and current college students interested in the combined programs may apply for admission as first-year or as transfer students, respectively.

Parsons The New School for Design

Applicants to the BA/BFA program at Parsons must submit a portfolio and a home exam to enable the school to evaluate their artistic abilities. Students can find instructions on www.parsons.newschool.edu or by contacting the Parsons Office of Admission at 212.229.8910.

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 at 55 West 13th Street, 5th floor, New York, NY 10011; phone 212.229.5896.

Special Admission (Nonmatriculated)

Students who wish to take courses at Eugene Lang College without matriculating in the Bachelor of Arts program can apply as special students using an abbreviated application form. If admitted, special students can take a maximum of four courses during one academic year, subject to permission. Enrollment as a special student does not guarantee admission to any degree program. Special students who wish to remain at Lang for more than one year or to enroll as a degree student must apply 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 current college students a chance to further their course of study at Lang. The New York Connections program consists of challenging work in a desired discipline, with opportunities to take courses throughout the university and to participate in an internship.

Visiting students are not eligible for Lang 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 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 the two colleges to study on one another’s campus or abroad for an academic semester or year. Credits transfer automatically for courses completed with grades of C or better. Students pay tuition, fees, and room and board charges to the host institution; all financial aid grants and loans are applied to these costs. In order to qualify for this exchange program, students must have a strong academic record and must have junior class standing.

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 must be made in writing and submitted to the director of admission. Students who choose this option may not enroll in another institution as a full-time matriculated student during the deferral period.

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.

APPLICATION DEADLINES AND REQUIREMENTS

For an application, visit www.newschool.edu/Lang and choose "admission." The fall semester begins in September; the spring semester begins in January. Consult the academic calendar on the Lang website or at the front of this catalog for details.

Regular First-Year Student

Application deadline: February 1 for fall; November 15 for spring

Required items:
Application
Essays
$50 nonrefundable application fee
Secondary school transcript
Counselor recommendation
Teacher evaluation
SAT or ACT results
TOEFL results (non-native speakers only)
Interview (recommended but not required)
Early Decision
Application deadline: November 15
Required items: Same as for regular first-year student

Early Entrance
Application deadline: February 1
Required items: Same as for regular first-year students except that PSAT scores may be substituted for SAT or ACT scores
One additional teacher evaluation

Transfer
Application deadlines: May 15 for fall; November 15 for spring
Required items: Same as for regular first-year students
Official college transcripts

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

Special Student
Application deadlines: July 1 for fall; November 15 for spring
Required items:
  - Special student application
  - Essay
  - Transcript from last institution
  - $50 nonrefundable application fee
  - An interview is recommended but not required
  - TOEFL results (required for international students whose first language is not English)

New York Connections
Application deadlines: May 15 for fall; November 15 for spring
Required item: Application

Visiting Student Program
Required items:
  - Statement of interest
  - $50 nonrefundable fee
  - Dean’s recommendation
  - All official college transcripts

Lang-Sarah Lawrence Exchange Program
Application deadlines: March 15 for fall; October 15 for spring
Required items:
  - Application
  - 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. Such applicants will receive a preliminary evaluation of their prior credits after they have been admitted to Eugene Lang College. Each course will be evaluated individually. Generally, courses transferred 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 appropriate area of study chair 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 Office of the Registrar will post approved transfer credit to the student's transcript. The New School does not transfer grades or grade points from other schools. Only credits are transferred.

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.

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. A C– does not transfer. Pass/fail courses and courses otherwise not graded will be considered for credit if accompanied by documentation showing that the student’s work 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 transferred but are subject to careful evaluation. The applicant 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 transfers. 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 full year of study at a regionally accredited institution and are expected to spend a minimum of two years at Eugene Lang College. Transfer of credits depends on the courses taken and grades received (see “Advanced Standing and Transfer Credits” for information on policies regarding the evaluation of transfer credits). Students with less than one full year of college credits to transfer should apply for admission as freshmen with advanced standing.

**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 include appropriate justification in the petition. Students are required to pay additional tuition charges for any extra credits.

**Part-Time Students**

After completing at least one year of full-time study in the college, a student may petition for part-time enrollment status with approval from the assistant dean of students. Part-time status refers to registration for fewer than 12 credits. Please note that this status affects financial aid eligibility, housing eligibility, and academic progress toward graduation. All international students seeking to enroll must, without exception, obtain permission from International Student Services because student visas require full-time enrollment at the university. Part-time students are charged tuition on a per-credit basis, which is based on rates for Eugene Lang College (even if the course is taught through another New School division).

**ORIENTATION**

Held the week before the start of classes, orientation at Eugene Lang College acclimates students to academic and social life. During orientation and the registration adjustment period that follows, students have ample 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 activities fair, and other university-wide activities.

**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](http://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

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 to receive institutional scholarships and may apply by completing the online International Student Scholarship Application annually (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 2010–2011 Academic Year

Full-Time On-Campus Resident
- Tuition (undergraduate) $35,330
- University Services Fee $200
- Divisional Fee $30
- Student Senate Fee $10
- Student Health Insurance $1,817
- Health Services Fee $520
- Room* $12,260
- Board** $3,000
- Personal Expenses** $1,550
- Transportation** $801
- Books and Supplies** $2,050
- Total $57,568

*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.

Additional Information
Forms, instructions, and program details can be found in the Financing Solutions Guide at

For additional information on financial aid sources, visit the Department of Education’s website at www.studentaid.ed.gov.

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

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 The New School for Liberal Arts 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
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 Sugihara 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

Civic Engagement 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 public 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.
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 college’s 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.

## CURRICULUM AND COURSES

### First Year

While Lang has few academic requirements, most of them are in the first year. To begin, students are required to 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, whose primary content differs by faculty member, are structured to develop skills and knowledge that students use throughout their studies at Lang and beyond.

In the spring semester, students also take Reading NYC. Instructors of Reading NYC courses use their academic specialties to help students see New York in new ways while introducing academic subjects. Topics have included religious diversity in New York, art in the subway, and the problem of garbage in a city of eight million people. This two-credit class meets once a week and offers students exposure to the city.

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

The final requirement is the First-Year Workshop. This course is led by a seminar fellow, an upper-class student who has been through 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 1457 Environmental Thinking
- LNGC 1458 Healthy Environment, Healthy People
- LNGC 1459 In Pursuit of Happiness
- LNGC 1462 The Art of Improvisation
- LNGC 1466 Religion in Dialogue
- LNGC 1456 Lives of the Undead

### Sophomore Year

In their sophomore year, students look into study abroad, internship opportunities, and civic engagement. They also focus more on their academic interests. In the second semester (prior to earning 60 credits), students declare their major or interdisciplinary program. They must declare before the registration period for junior year or risk a registration hold. Transfer students admitted with junior standing have a grace period of one semester to declare their majors. Students may declare sooner if they are certain of their focus, however. For more information, students should 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 have not been satisfied. They also explore how these academic interests fit into their post-graduate plans. 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 this requirement. The senior capstone requirement can be satisfied with an individual project, a collaborative project, or a special seminar course (where available). Students should note that there might be a prerequisite course required before they can register in a senior seminar. Students should meet with their advisor, chair, and/or the junior class advisor to discuss their plans.

### Senior Year

All seniors must indicate how the senior capstone requirement will be satisfied by filling out a declaration form, available from the Academic Advising Office. This requirement must be completed in their declared area unless a special exception is made. In most cases, students receive four total credits toward graduation. The requirement may be fulfilled in either the fall or spring semester of senior year. Students should consult with the chair (or designee) of their department before the proposal is submitted. Students should meet with their class advisor at least two semesters before graduation for a graduation audit to ensure all degree requirements will be satisfied. More
information, including important deadline information is available in the academic advising section of Lang’s website.

Beyond the Classroom

Lang offers a number of educational opportunities outside the classroom. Students can intern with companies like MTV, Comedy Central, Random House, and Teen Vogue, or with nonprofits like the I Have A Dream Foundation. They can volunteer at the United Nations Relief and Works Agency or the Gay Men’s Health Crisis. In the New School’s three-week summer program, students can study issues of emerging democracies in Wroclaw, Poland; in the January program in Cape Town, they can learn about post-apartheid South Africa alongside students from around the world. They can take in the contemporary theater and music scene at the summer International Fringe Festival in Edinburgh, Scotland. Offerings closer to home include researching a media project at the Museum of Television and Radio and a mini-course focused on a new exhibition at the Museum of Modern Art, which includes meeting with the curators.

Experiential Courses

Lang experiential courses draw on the intellectual and cultural richness of New York City. Many of these courses provide students with 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. Offerings might include Arts in NYC, Lang at 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 may include:

- **LWEL 2001** Lang Cycling Team
- **LWEL 2003** Lang on the Hudson
- **LWEL 2004** Lang Marathon Team
- **LWEL 2115** Pilates
- **LWEL 2125** Yoga: Philosophy and Practice
- **LWEL 2205** Lang Urban Park Rangers
- **LWEL 2209** Oyster Gardens of NYC
- **LWEL 2001** Lang Cycling Team
- **LWEL 2003** Lang on the Hudson
- **LWEL 2115** Pilates
- **LWEL 2130** Buddhist Meditation
- **LWEL 2206** Lang Community Gardens
- **LWEL 2209** Oyster Gardens of NYC
- **LWEL 2301** Lang Mural Project

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 participate in extensive pre-service training. During the semester of service, seminar fellows register in a four-credit seminar with weekly meetings and, most important, conduct the 2-credit weekly workshop for a group of 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 and it is often the first course students take in an area of study. Integrative courses offered include Race, Class, Ethnicity, and Gender; Energy and Sustainability; and History/Fiction/Criticism in Latin America. When students identify an area that they are particularly interested in, they go on to study that discipline in depth.

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 are valuable components of the undergraduate program in liberal arts at Lang. Interns 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.

Civic Engagement
Civic Engagement opportunities draw upon students’ knowledge, talent, and ingenuity so that they can affect the wider community. Through the Institute for Urban Education for example, Lang students work with disadvantaged students to prepare them for higher education. In local high schools, students work directly with ninth and tenth graders—and their teachers and guidance counselors—to help them embark on the road to college. Lang students can help empower these students by teaching them strong leadership and communication skills.

Introductory, Intermediate, and Advanced Internships
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.

Fall and Spring Theater Festivals
In addition to Lang Arts not only stages regular fall and spring productions, but it also hosts events and displays the work of arts 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 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 Wroclaw
Scotland: Studying Theater in Edinburgh
South Africa: Democracy and Diversity Institute in Cape Town

Study Abroad Opportunities with Partner Institutions
Sarah Lawrence College International Programs (exchange)
University of Amsterdam (exchange)
Organization for Tropical Study
SEA Semester
Outside Programs and Providers
Australlearn
Boston University International Programs
The Center for Cross-Cultural Study
The Council on International Educational Exchange
International Studies Abroad
Lexia International
The School for International Training
Study Abroad Italy
NYU, John Cabot University

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 2010-2011. Subject to change. Course descriptions are available on the Lang website.

Fall 2010
ULEC 2021 Introduction to Macroeconomics
ULEC 2160 Introduction to Psychology
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

Not all courses from other divisions of The New School are available to undergraduate Lang students. Students can find information about these courses online or in the published catalogs from other divisions. Catalogs are available from the Academic Advising and Admission offices at each school. Students are advised that courses offered at other schools may have different beginning and end dates. Studio and performance classes count toward the 30 credits (maximum) of non-liberal arts coursework that may be applied toward the BA degree.

Parsons The New School for Design

Parsons The New School for Design offers instruction in numerous fields of design. Beyond the dual-degree BA/BFA program, Parsons offers courses—often in the field of art history—to Lang students each semester. All classes are included in the online class schedule and the published materials that are distributed prior to registration. All cross-listed courses are denoted with the subject prefix P (e.g., PLAH (Art History) or PLDS (Design Studies)). Students register through MyNewSchool for these classes, and they do not need special permission from the instructor. Other Parsons courses have restrictions due to prerequisites in the arts and 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 http://www.parsons.edu/continuing_ed/courses.aspx.

The New School for General Studies

The New School for General Studies (NSGS) offers both credit and noncredit courses in various disciplines, including social sciences, humanities, media studies, foreign languages, writing, visual and performing arts, and photography. Only juniors and seniors are permitted to register for NSGS courses, except for those in foreign languages. Students cannot register for more than two NSGS courses per semester. For more information, students should refer to the NSGS catalog. Students are advised that most courses default to noncredit at registration. Students must remember to make the appropriate credit adjustment. With the exception of foreign languages, courses at NSGS are not applicable toward the minimum requirement of 88 credits completed in residence at Lang.

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
or information about 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 non-crosslisted courses.

The New School for Social Research
The New School for Social Research (NSSR) offers courses in anthropology, economics, philosophy, political science, liberal studies, psychology, and sociology. Milano offers courses in urban policy analysis, nonprofit management, and organizational change management. Lang students can take courses at both schools. These courses are included in the online class schedule and published registration materials. All cross listed 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 from the instructor.

Juniors and seniors may register for graduate courses that are not cross-listed if they have fulfilled all prerequisites and obtained the permission of the instructor and the graduate student advisor from the appropriate department. If admitted to the bachelor’s/master’s program with NSSR or Milano, the student should register for courses in consultation with the designated graduate advisor.

Milano the New School for Management and Urban Policy
Milano graduate school trains leaders for the nonprofit, public, and private sectors with a measurable difference. Juniors and seniors at Lang may take courses cross listed between Lang and Milano in Urban Policy and Public Health.

The New School for Drama
Unless otherwise indicated, undergraduate students from Lang 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 should have had extensive high school science. In addition to these high school requirements, students must have taken at least one math or science class at Lang with a faculty member in Interdisciplinary Science. Many Cooper Union courses also have specific prerequisites, and students are held accountable for these.

For more information about the program and applying for mathematics and computer science, contact Professor Jennifer Wilson at wilsonj@newschool.edu or information about biology, chemistry, and physics, contact Professor Bhawani Venkataraman at venkatab@newschool.edu. Students are also allowed to register for courses through the Art School, Architecture School, and Humanities Program but should speak with the assistant director of advising for assistance with registration.

Programs Available at Other Colleges and Universities
Study away from the college 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 from the college may be approved for a semester (any extension of this should be 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 count toward the maximum 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.
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.

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.
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.

Lang students also have the option to elect an academic minor except if they are majoring in Liberal Arts. They may not choose a minor in their major area of study. Academic minors are not required. Students interested in completing a minor should check the distribution requirements listed on each major’s website or page in this catalog.

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 Lang 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 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 use up to three courses taken at other institutions to fulfill the 13 course requirement; 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.
  - 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.
- 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
Students graduate with a bachelor’s degree in:

- The Arts
- Culture and Media
- Economics
- Environmental Studies
- Global Studies
- History
- Interdisciplinary Science
- Literary Studies
- Philosophy
- Psychology
- Urban Studies
- Liberal Arts (no minor available)

Interdisciplinary Programs Within Liberal Arts
Within the liberal arts major, students may complete an interdisciplinary area of study in:

- Education Studies
- Religious Studies
- Social Inquiry
- A self-designed program of study

Students graduate with Bachelor of Arts in Liberal Arts.

Minors
Lang students may elect an academic minor in any of the major disciplines (except Liberal Arts), provided it is not in their major area of study.

Other Program and Curricular Options
Students may supplement their course of study by taking advantage of Lang’s new cluster offerings. These interdisciplinary options draw on courses offered across the
university. Clustered courses may also be used as part of the self-designed Liberal Arts major.

Civic Engagement
Gender Studies
Jewish Studies
Race and Ethnicity
Foreign Languages

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### THE ARTS

**Chair: Simonetta Moro**

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 one 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 allows students to combine the study of a fine art with the study of a liberal art. This independently designed program 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. 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.
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.

Music offers unique opportunities for undergraduate music studies within a liberal arts context. This innovative curriculum recognizes today’s music as a cutting-edge art form that reflects large-scale political, technological, and philosophical concerns. It also places the study of music more broadly within The New School’s ongoing commitment to social and cultural inquiry, not to mention within its history of artistic experimentation.

The Theater program at Lang, part of the Arts major, integrates the study of dramatic literature, history, and theory with performance and production. Mindful that theater is a medium that has allowed artists and audiences to grapple with humanity’s most pressing questions, the Lang theater program offers a rigorous, interdisciplinary approach to acting, directing, playwriting, and new media. Students in theater courses delve into scholarship, theory, and practice while honoring The New School’s ongoing commitment to social, political, and cultural inquiry. Students explore a diverse range of performance opportunities including main stage productions directed by faculty and New York professionals.

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.

New York City Location
Eugene Lang College’s location offers unparalleled opportunities for undergraduates studying the arts. The city provides a wealth of cultural resources of all kinds: theater and dance performances, opera and classical music concerts, jazz and popular music events, commercial and avant-garde cinema, world-class museums and cutting-edge art galleries, lectures and literary readings. Students can take advantage of these resources through out-and-about courses such as Arts in NYC or Lang at the Guggenheim. They also rehearse and perform at venues such as Dance Theater Workshop and La MaMa Experimental Theater. Many Arts majors are further active throughout the city as interns, gallery assistants, reviewers, DJs, and club promoters.

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 13 courses, distributed as follows:

Four Integrative Arts courses:
- ULEC 2320 Aesthetics: Thinking About the Arts
- Three additional Integrative Arts courses, identified by the subject code: LINA (LAIC before Fall 2010)

Eight additional courses in one of the five concentrations (listed within each). Completion of the Dance concentration requires additional performance courses. In satisfying these eight courses, students must complete at least:
- two introductory courses
- two intermediate courses
- two advanced courses

Two additional courses at any level

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

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

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.

Students must complete:

Five courses or any number totaling at least 12 credits in one of these four concentrations (at least one of these four courses must explore the history of the artistic discipline):

- Dance
- Music
- Theater
- Visual Arts

Five courses or any number totaling at least 15 credits in another major or area of study

Acceptance of the written path statement is required.

The Arts: Dance Concentration

Students who wish to undertake dance studies in the Arts have two options: the Dance concentration or the Arts in Context concentration.

Students must complete:

LDAN 2010 Anatomy and Kinesiology
LDAN 2105 Improvisation 1
LDAN 2000 Choreography 1
LDAN 3001 Dance History: From Ritual to Romanticism
LDAN 3002 Dance History: From Petipa to Postmodernism
LINA 3017 Music and the Body
Either LDAN 2501 Improvisation 2 or LDAN 3320 Choreography 2
Three Technique courses (3 credits each)
Three Repertory courses (1 credit each)
One additional LDAN elective

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.

Students must complete:

Two courses in Western Music
Two courses in world or non-Western Music

Four additional courses chosen from the Music concentration courses

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.

Students must complete:

One theory course
One production course
One theater history course
Two dramatic literature courses
Three theater electives from any of these categories

Playwriting

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

The Arts: Visual Arts Concentration

Students who wish to undertake visual art studies in the Arts have two options: the Visual Arts concentration or the Arts in Context concentration.

Students must complete:

Two core courses:

- LARS 2208 Skybridge Curatorial Project
- LARS 3155 Methods of Art History

Two practice-based Visual Arts courses

Four courses in Visual Arts and/or Art History and LINA courses as approved by the chair

Requirements for the Minor in the Arts

All Arts minors require two integrative courses: ULEC 2320 Aesthetics and one LINA course

There are additional course requirements for each concentration (see below).

Theater Minor

Requirements: Four courses satisfying the Theater concentration, including one introductory, two intermediate, and one advanced course, distributed as follows: one production course, one theory course, and two history or dramatic literature courses.
Dance Minor
Requirements: Three liberal arts courses satisfying the dance concentration for a minimum of 10 credits. Three practice-based dance courses.

Music Minor
Requirements: Four courses satisfying the Music concentration, including at least one introductory, two intermediate, and one advanced course.

Visual Arts Minor
Requirements: One practice-based course satisfying the Visual Arts concentration. Three liberal arts courses satisfying the Visual Arts concentration.

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

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 2010
LINA 2009 Performance/Phenomenon
LINA 2010 Arts in NYC
LINA 2011 Radio Drama
LINA 2012 Hip Hop
LINA 2015 Tibetan Art & Modernity
LINA 2069 Shock of the New
LINA 3010 Poetics of Song
LINA 3012 Representations of Identity
LINA 3013 Debates in Performance Studies
LINA 3311 Femme Fatale
LARS 2015 Photography as Activism
LARS 2022 History and Theory of Exhibitions and Institutions
LARS 2023 Drawing NYC
LARS 2070 Voice
LARS 2208 Skybridge Curatorial Project
LARS 2871 Himalayan Buddhist Visual Arts
LDAN 2000 Choreography 1
LDAN 2005 Introduction to Modern Dance 1
LDAN 2006 Technique 1: Modern
LDAN 2010 Anatomy/Kinesiology
LDAN 2016 Technique 1: Ballet
LDAN 2017 African/West African Dance
LDAN 2019 Movement Improvisation
LDAN 2021 Lang at Judson Church
LDAN 3001 Dance History: From Ritual to Romanticism
LDAN 3020 Technique 2: Modern
LDAN 3021 Technique 2: Ballet
LDAN 3320 Choreography 2
LDAN 3510 Advanced Repertory
LDAN 3511 Advanced Repertory B
LDAN 3520 Technique 3: Modern
LDAN 3521 Technique 3: Modern B

LMUS 2000 Lang College Singers
LMUS 2002 Vocal Ensemble Basics
LMUS 2010 Fundamentals of Western Music
LMUS 2015 Music of Gershwin & Bernstein
LMUS 2050 Music Technology
LMUS 2200 Global Perspectives
LMUS 3016 Music in the Islamic World
LMUS 3990 Music in Berlin
LTHR 2008 Fall Production Workshop
LTHR 2009 Intro to Playwriting
LTHR 2015 Dramatic Masters
LTHR 2016 Dramatic Literature: Modern Drama
LTHR 2050 Acting 1
LTHR 2052 Voice for the Actor
LTHR 3011 American Stage: A History and Introduction
LTHR 3013 Creating Solo Performance
LTHR 3014 Contemporary Performance
LTHR 3055 Acting 2: Collaboration
LTHR 3560 Intermediate Playwriting
LTHR 3990 Edinburgh Theater Festival

Spring 2011
LARS 2024 Ways of Seeing/Thinking/Drawing
LARS 2025 Lang at the Guggenheim
LARS 2027 Responding to Non-Western Art
LARS 2870 Himalayan Arts and Culture: Tibet, Mongolia, and Bhutan
LDAN 2006 Technique 1: Modern
LDAN 2016 Technique 1: Ballet
LDAN 2018 Found in Dance Studies
LDAN 2405 Repertory 1
LDAN 2501 Improvisation 2
LDAN 2505 Repertory 2
LDAN 2530 Introduction to Modern Dance 2
LDAN 2920 IHAD Dance Practicum
LDAN 3002 Dance History: Petipa to Postmodernism
LDAN 3020 Technique 2: Modern
LDAN 3021 Technique 2: Ballet
LDAN 3510 Advanced Repertory
LDAN 3511 Advanced Repertory B
LDAN 3520 Technique 3: Modern
LDAN 3521 Technique 3: Modern B
LDAN 4900 Senior Seminar
LMUS 2000 Lang College Singers
LMUS 2002 Vocal Ensemble Basics
LMUS 2012 Digital Audio
LMUS 3017 Composer’s Craft
LMUS 3018 Music & Mysticism
LTHR 2005 Dramatic Literature
LTHR 2008 Spring Production Workshop
LTHR 2009 Intro to Playwriting
LTHR 2018 Public Speaking
LTHR 2052 Voice
LTHR 2053 Acting for the Camera
LTHR 3003 All the World’s a Stage: A History of World Theater
LTHR 3055 Acting 2: Shakespeare
LTHR 3106 Theater Theory
ARTS FACULTY


CULTURE AND MEDIA

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

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major and minor in Culture and Media.

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.

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major and minor in Culture and Media.

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 2010
LCST 2023 Media Ethnography
LCST 2037 Social History of New Media
LCST 2042 Video Art and Subversive Body
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 2600 Story
LCST 2775 Media Toolkit
LCST 2788 Screen Toolkit
LCST 3025 Personal Documentary
LCST 3034 Media and Immigration
LCST 3079 Media and Civic Engagement
LCST 3204 Biopower
LCST 3219 Parsing Post Racial Society
LCST 3452 Digital Moviemaking 2
LCST 3453 Documentary Portrait
LCST 3527 Radio Documentary
LCST 3540 Postcolonial Imagination
LCST 3701 Video Praxis
LCST 3872 Civic Action and Interruption
LCST 3901 On Air: Making a Radio Station
LCST 4410 Mapping the Human
LCST 4449 Politics of Protocols
LCST 4900 Senior Seminar

Spring 2011
LCST 2019 New Media in New York
LCST 2037 Social History of New Media
LCST 2043 Heterodox Identities
LCST 2120 Introduction to Cultural Studies
LCST 2139 Screen Classics
LCST 2210 Dream Factories
LCST 2212 African American Film
LCST 2450 Intro to Media Studies
LCST 2452 Digital Moviemaking 1
LCST 2603 Page to Screen
LCST 2605 Bollywood
LCST 2787 Media Toolkit
LCST 2788 Screen Toolkit
LCST 3036 History of Documentary Film
LCST 3139 Animation: History and Theory
LCST 3207 Adaptation
LCST 3452 Digital Movie Making 2
LCST 3453 Documentary Portrait
LCST 3455 Television and New Media
LCST 3701 Video Activism
LCST 3901 On Air: newschoolradio
LCST 4014 Global Internet Activism
LCST 4019 Modern America
LCST 4022 Play and Toil: Digital Sweatshop
LCST 4055 New European Media
LCST 4060 Transnational Contemporary Cinema
Culture and Media Faculty

ECONOMICS

Chair: William Milberg
The Economics major at Lang is centered on studying the changing shape of the world economy; the world’s financial markets and institutions; problems of regulating and guiding economic development in the advanced industrial world and in emerging markets, including issues such as inequality and unemployment, social security, health care, global dependence on oil, and environmental policies; and economic aspects of class, gender, and ethnic divisions. The Economics major emphasizes the historical roots of economic ideas and their application to contemporary economic policy debates. Courses in this major also explore conflicting explanations and interpretations of economic phenomena within the context of the conceptual and statistical modeling techniques that serve as the common methodological basis of contemporary economic research.

Through their coursework in this major, students acquire the research and analytical tools needed to understand the pivotal role of economics in the contemporary world. The department puts what Robert Heilbroner called “the worldly philosophy” (i.e., informed, critical, and passionate investigation of the economic foundations of contemporary society) at the heart of the educational and research enterprise. This engagement with the central unresolved problems of modern society motivates the in-depth analysis of concrete problems of economic policy and the explanations of economic phenomena that are the substance of the department’s degree programs.

Graduates of the program can pursue advanced study in economics and careers in a wide variety of fields, both professional and academic, including law, politics, international institutions, governmental and nongovernmental institutions, community-based organizations, and media.

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:

Two integrative courses, offered 2009-2010
- 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

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
• LST 306 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 adviser’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

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the interdisciplinary program in Economics.

Requirements for the 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 306 Math Tools for Social and Natural Sciences

Two additional economic courses, numbered 3000 or higher

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major and minor in Economics.

Economics Courses

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

Fall 2010

LECO 2029 Economics of Disasters: Theories, Case Studies, and Impact Analysis
LECO 3100 Sustainable Globalization
LECO 3101 History of Economic Thought
LECO 3823 Intermediate Microeconomics: Methods and Models
LECO 3830 Development Economics
LECO 4506 Graduate Macroeconomics
LECO 4510 Historical Foundations of Political Economy

Spring 2011

LECO 2029 Economics of Disasters
LECO 2040 Understanding Global Capitalism
LECO 3030 Marxian Political Economy
LECO 3100 Sustainable Globalization
LECO 3101 History of Economic Thought
LECO 3823 Intermediate Microeconomics
LECO 4506 Graduate Macroeconomics
LECO 4510 Historical Foundations of Political Economy

Economics Faculty

EDUCATION STUDIES

Director: Jaskiran Dhillon
The program in Education Studies allows students to investigate the compelling and demanding world of education and the relationship between education and society through historical and contemporary contexts. Students in the Education Studies discover the connection between educational phenomena and a wide range of social topics, including state and nation building, economic and political transformation, identity formation, media, globalization, and social movements. Students also examine teaching and learning across a range of settings, including schools, after school programs, non-profit organizations, families, and neighborhoods. Building on the interdisciplinary nature of the subject, students may explore education from a variety of perspectives (e.g., anthropological, sociological, historical, psychological, and political) and focus on the interplay between broader social, economic, political, and cultural processes and their local and international realities. The program emphasizes cultivating strong analytical abilities, which are necessary to explore emergent issues in education. Students create and develop links between a variety of conceptual orientations as they consider the place and purpose of education in the United States and the world. Students also have the opportunity to participate in field-based courses and a practicum through the Institute for Urban Education.

Students who complete Education Studies are well positioned to pursue certification programs to teach in public schools or graduate study in fields such as international relations, education, urban education, education policy and reform, sociology, anthropology, social work, and public health. Students also work in nontraditional educational, cultural, or nonprofit institutions; community and youth development organizations; and fields where education and the arts connect.

Curriculum
The interdisciplinary program in Education Studies is part of the Liberal Arts major and leads to a Bachelor of Arts in Liberal Arts.

All students must complete an academic major. Completion of any major requires a minimum of 13 courses. Students interested in the interdisciplinary program in Education Studies are encouraged to complete the sequence of courses below, and should download and use the Program Requirement Worksheet for Education Studies to track their progress. Alternatively, students can complete the requirements for the self-designed Liberal Arts major. Students focusing in this area of study cannot elect to take an academic minor.

The core courses in Education Studies incorporate two areas central to the major: Students explore concepts and knowledge at the heart of the field and cultivate necessary critical thinking, reading, and writing skills.

Three 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 research methods courses:

- LEDU 3029 Ethnographic and Qualitative Research in Education
- LEDU 3034 Hard Data in Educational Research

Six additional courses, of which at least five must be 3000-level or higher, chosen in consultation with a program advisor must also be taken.

Senior Seminar
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 director.

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the interdisciplinary program in Education Studies.

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

Fall 2010

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<td>LEDU 2801</td>
<td>Introduction to Educational Theory</td>
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<td>LEDU 2901</td>
<td>New City New Words: ESL/EFL</td>
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<td>LEDU 3028</td>
<td>Youth Cultural Formations</td>
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<tr>
<td>LEDU 3029</td>
<td>Ethnographic and Qualitative Research in Education</td>
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<tr>
<td>LEDU 3920</td>
<td>Practicum in Urban Education</td>
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<td>LEDU 4005</td>
<td>Education and Cultural Reform</td>
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<td>LEDU 4402</td>
<td>Education Policy</td>
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Spring 2011

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<td>Ethnographic and Qualitative Research in Education</td>
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<td>LEDU 3037</td>
<td>Sanctioned Violence</td>
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<td>LEDU 4005</td>
<td>Education and Cultural Conflict</td>
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<td>LEDU 4405</td>
<td>Education Policy</td>
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ENVIRONMENTAL STUDIES

Co-Chairs: Nevin Cohen (Lang) and Cameron Tonkinwise (Parsons)

The Environmental Studies bachelor 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. Hence, environmental studies courses bring together the sciences of natural ecosystems, the policies governing all aspects of metropolitan life, and the design of our built environments. Environmental Studies majors graduate as experienced urban environmental problem-solvers, conversant with all aspects of what causes cities to be unsustainable, and adept at working with teams of people from a range of disciplines and business fields to make cities that support more sustainable ways of living and working.

Curriculum

Students take courses from the Interdisciplinary Science major and Urban Studies major at Eugene Lang College, as well as studio-based courses from the School of Design Strategies at Parsons. Students are also required to take courses in economics and the social sciences, and can also take selected courses from Milano The New School for Management and Urban Policy. Most classes address the sustainable development challenges facing New York City’s bioregions, with many involving fieldwork. All students are required to undertake an internship with an organization tackling complex urban sustainability problems, leading to a capstone research project.

The Environmental Studies program can be completed as a BA or BS (with BS students taking three additional six-credit Parsons design studios). The Environmental Studies degree programs also offer students the opportunity to graduate with concentrations in their choice of electives. BA students can graduate with concentrations in “Environment, Society and Policy” or “Urban Ecosystems Science.” BS students can graduate with concentrations in “Urban Ecosystems Science” or “Sustainable Design.”

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.
Major Requirements

Completion of the BA degree in Environmental Studies requires the successful completion of 16 courses, distributed as described below. The BS degree includes all of the following requirements plus three additional studio courses (an additional 18 credits). (BS/BFA students must complete a minimum of 60 Liberal Arts credits and a maximum of 120 studio/ non-liberal arts credits. 180 credits required for graduation.)

Introduction to the Field:
- UENV 2000 Environment and Society

Design Courses:
- PUFN 1800 Design 1: Ecological Communication Design
- PUFN 1510 SDS: Sustainable Design Thinking
- PUIC 2530 Studio 1: Materials Ecological Impacts

Ecology Courses:
- LSCI 2050 Ecology 1: Principles of Ecology
- LSCI 3050 Ecology II: Urban Ecosystems

One Chemistry course, selected from the following options:
- LSCI 2820 Chemistry of Life
- LSCI 2502 Chemistry and the Environment

One Environmental Laboratory course, selected from the following options:
- LSCI 2500 Water Quality Lab
- LSCI 3025 Ecologies of the Urban: A Lab

Quantitative Reasoning course:
- LMTH 2050 Math Models in Nature

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

Mapping/ GIS course:
- UENV 3300 Mapping the City

One Economics course, selected from the following options:
- LECO 2050 Environmental Economics*
- ULEC 2020 Introduction to Macroeconomics
- ULEC 2030 Introduction to Microeconomics
- LECO 3100 Sustainable Globalization

One Social Science elective related to Environmental Policy. Other Social Science courses are applicable with permission from academic advisor
- LURB 3810 Planning the Sustainable City*

Bachelor of Science Design Courses
- Studio 2: Sustainable Everyday Practices [TBD]
- Studio 3: Sustainable Business Design [TBD]

Pre-thesis course and lecture series
- UENV 4200 Pre-Thesis

Capstone (both of the following courses)
- PUDM 4110 and 4111 Portfolio Strategies
- BA or BS Capstone

Concentrations

The Environmental Studies program offers three concentrations in 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. Students are encouraged, but not required to choose a concentration.

Environmental Studies Faculty

Nevin Cohen, Cameron Tonkinwise, Timon McPhearson, Robert Canales, Bhawani Venkataraman
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.

HISTORY

Chair: Oz Frankel

History offers unconventional approaches to the academic engagement with the past. Students pursue their interests both in and outside of the classroom. The past is constantly being represented, reenacted, and employed in the streets of New York: in museums, monuments, the arts, 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 the humanities, the History program at Lang enables students to approach history critically and in multidisciplinary contexts.

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-based 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. In addition, an accelerated BA/MA option in History (as well as other disciplines) exists through the partnership between Eugene Lang College and NSSR.

Students interested in the dual-degree program should consult with the chair of the relevant NSSR department and the 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 17 courses, distributed as follows:

Two Integrative courses (for Fall 2010–Spring 2011)
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 are also required.

Five additional level history courses, at least four of which must be 3000 level or higher, and three of which should be in a thematic cluster (e.g., gender or U.S. history). Students are encouraged to take one course covering a period before 1789 and one covering non-U.S. history.

Three thematically related courses outside the major, chosen in consultation with the chair or an advisor within the History program

One senior capstone, chosen from

- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major in History.

Requirements for the Minor in History

Two introductory courses

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

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.

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major and minor in History.

History Courses

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

Fall 2010
LHIS 2015 American Revolution
LHIS 2016 Doing History
LHIS 2100 American Slavery in History

Spring 2011
LHIS 2027 History of the Holocaust
LHIS 2034 Modern Mexico
LHIS 2036 Revolution and Resistance in the Caribbean
LHIS 2040 St. Augustine and the Fall of Ancient Society
LHIS 2045 German History through the Economy
LHIS 2105 Popular Rebellion in the Americas
LHIS 2844 History, Authority and Power
LHIS 2861 Jewish History
LHIS 2865 Wall Street in Crisis
LHIS 3001 Uses of the Past
LHIS 3003 History of the Subject
LHIS 3014 Middle East History and Society
LHIS 3070 Paris and London in the 19th Century
LHIS 3103 History and Memory on the Lower East Side
LHIS 3107 Intellectual History of Latin America
LHIS 3108 US Radicals, Visionaries, and Reformers
LHIS 3120 Web of Rights
LHIS 4030 Islam in the 20th Century
LHIS 4050 Dictatorship and Democracy in Latin America

History Faculty

Elaie Abelson, Laura Aricchio, Federico Finchelstein, Oz Frankel, Orit Halpern, Joseph Heathcott, Natalia Mehlman Petrzelka, Julia Ott, David Plotke, Paul Ross, Jeremy Varon, Neguin Yavari, Eli Zaretsky

LHIS 2106 Memoirs of 20th Century
LHIS 2121 1492: Conquest and Encounter
LHIS 3005 Age of Extremes
LHIS 3019 History, Trauma, and Genocide
LHIS 3030 Hitler and the Germans
LHIS 3056 New York City: Social History
LHIS 3058 Here, There, Everywhere
LHIS 3113 Gender, Race, and Citizenship
LHIS 4030 Islam in the 20th Century
LHIS 4507 Politics of Difference
LHIS 4514 Iran in Revolution: 1800 - Present
LHIS 4520 Nazi Morality
LHIS 4530 Emancipation, Catastrophe, and Renewal

LHIS 4050 Dictatorship and Democracy in Latin America
LHIS 4516 Middle East and the West
LHIS 4517 Telling the War Story
LHIS 4518 Histories of Capitalism
LHIS 4567 America’s Empires
LHIS 4571 German History Since 1870
LHIS 4572 Writing Contemporary History
LHIS 4575 Know Your Red States
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 degree 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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**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.

**Requirements for the Major in Interdisciplinary Science**

**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 2060 Ethnomathematics
- 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

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the minor in Interdisciplinary Science.

Areas of Focus
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.

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.

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

Fall 2010
LMTH 1950 Quantitative Reasoning
LMTH 2020 Statistics
LMTH 2030 Statistics with SPSS
LMTH 2040 Calculus
LMTH 2050 Math Models in Nature
LMTH 2060 Ethnomathematics
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 2201 Biology 102: Biology for Engineers
LSCI 2502 Chemistry and the Environment
LSCI 2700 Energy and Sustainability
LSCI 2701 Brain: Biology and Behavior
LSCI 2779 Science and Religion
LSCI 2820 Chemistry of Life
LSCI 2830 Biology of Beauty, Sex and Death
LSCI 2840 Science and Politics of Infectious Disease
LSCI 3015 Science Fellows
LSCI 4050 Science and Politics of Cancer
LSCI 4502 Health, Inequality & Development
LSCI 4503 Intro to Epidemiology

Spring 2011
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 2101 Mathematics of Game Theory
LMTH 3101 Discrete Mathematics
LSCI 2035 Life in the Cosmos
Interdisciplinary Science Faculty

Katayoun Chamany, Nevin Cohen, Steryl Jones, Diane Jukotsky, Alan H McGowan, Paul Timon McPhearson David Morgan, Audrey Nasar, Marla Sole, Bhawani Venkataraman

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.

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.

Other Programs of Study Within Liberal Arts

As an alternative to the self-designed program of study, students pursuing a Bachelor of Arts in Liberal Arts may choose to complete one of the following interdisciplinary programs of study: Education Studies, Religious Studies, and 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. Students choosing this option must also prepare a path statement.

The path statement 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.
Future courses: include the subject codes, numbers, titles, instructors, and the semester the course will be 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:**
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 the self-designed Liberal Arts major:**
Students meet with the chair of Liberal Arts at least once each semester. During this meeting, the path statement is discussed and revised as needed.

Students communicate with instructors before a course begins in order to clarify the connections between the course readings and assignments and their path of study.

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

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

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major in Liberal Arts.

**Courses**
For the self-designed Liberal Arts major, students can choose from all Lang courses.

**Faculty**
All faculty members at Lang teach in this program.

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**LITERARY STUDIES**

**Co-chairs: Laura Frost and Alexandra Chasin**

The major in Literary Studies, with tracks 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.

In addition to the major, students have the option, if majoring in a different program, 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 track 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 track, 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.

Curriculum
The Literary Studies major and leads to a Bachelor of Arts in Literary Studies. Completion of the program in Literary Studies requires 13 courses to be completed as follows. In choosing courses to meet requirements, students are encouraged to meet with the undergraduate director, Professor Val Vinokur (vinokurv@newschool.edu). 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 (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.

In addition to the major, students have the option if majoring in a different program, to elect an academic minor in Literary Studies. Students interested in completing the minor in either track should review the minor curriculum below.

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 in fall 2008 or later. 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):

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

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 requirement.

Track Requirements:
Nine additional courses in the chosen track 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 Track**

Students interested in the Literature track 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 undergraduate director, 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 Track**

Students interested in the Writing track 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 Intro. Workshop in the same genre. Students who do not receive a B may retake the Intro 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). Also note that non-fiction and journalism courses are fungible in terms of genre sequence: for example, a B earned in Intro Journalism permits a student to advance to intermediate non-fiction. New School for General Studies writing workshops (bachelor's program) do not count toward the five writing courses for Lang Writing.

** Playwriting, offered in conjunction with The Arts, 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 writing concentrators may 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 Track**

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 Track**

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.

Fall 2010

LLSL 2010 Spanish-American Narrative
LLSL 2202 American Lit
LLSL 2203 African American Lit
LLSL 2335 Resisting Romance
LLSL 2501 Shakespeare
LLSL 2663 Anglophone Poetry 1
LLSL 3060 Slavic Science Fiction
LLSL 3162 Medieval British Lit
LLSL 3208 Found in Translation
LLSL 3300 Picturing the Word
LLSL 3362 French Novels
LLSL 3403 Allegory and Symbol
LLSL 3411 Classic and Modern Epics
LLSL 3865 Screening the Latin American Novel
LLSL 4403 Love in the Western World
LLSL 2212 Post-1945 American Novel
LLSL 3990 Verona: Shakespeare
LLSL 3991 Verona: Italian Opera
LLSL 4406 Virgina Woolf and Modernity
LLST 2001 Literary Foundations 1
LLST 2002 Literary Foundations 2
LLST 3006 RFW Fiction: Globalá: The World Fiction of Roberto Bolaño
LLST 3010 Dickens
LLST 3016 RFW Non-Fiction
LLST 3025 RFW: Poetry
LLST 3028 Reading for Writers: Journalism: Iraq War as Nonfiction Story
LLST 3501 Don Quixote
LLST 3503 Milton’s Paradise Lost
LLST 3504 Moby Dick
LLSW 2010 Introduction to Non-Fiction: Fact and Alchemy
LLSW 2010 Introduction to Non-Fiction: The Argument Essay
LLSW 2020 Introduction to Fiction: Reading the Classifieds: What is Genre?
LLSW 2020 Introduction to Fiction: Variations on Realism
LLSW 2020 Introduction to Fiction: Story and Structure
LLSW 2030 Introduction to Poetry
LLSW 2505 Introduction to Journalism: Conversations with Suzanne Glass
LLSW 3025 Intermediate Journalism: The Metro Section
LLSW 3046 Release
LLSW 3500 Intermediate Fiction: Experiments with Genre
LLSW 3500 Intermediate Fiction: The New York Experience
LLSW 3510 Intermediate Non-Fiction: Telling Stories
LLSW 3520 Intermediate Poetry: Beginning with Whitman and Ending Today
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 Nonfiction
LLSW 4020 Advanced Poetry
LLSW 4025 Advanced Journalism

Spring 2011

LLSL 2211 20th Century American Literature
LLSL 2214 South American Diaspora Lit
LLSL 2410 Latino/Literature and Identity
LLSL 2502 Modernism
LLSL 3024 African American Drama
LLSL 3103 Contemporary Literature: U.S. Realism
LLSL 3170 Intro to Literary Theory
LLSL 3210 Novel and Modern Sex
LLSL 3310 Modern Drama
LLSL 3420 Shakespeare
LLSL 3425 Shakespeare’s Sonnets
LLSL 4405 Avant-Garde
LLST 2001 Literary Foundations 1
LLST 2002 Literary Foundations 2
LLST 3006 RFW Fiction
LLST 3010 Dickens
LLST 3016 RFW Non-Fiction
LLST 3025 RFW: Poetry
LLST 3028 Reading for Writers: Journalism: Iraq War as Nonfiction Story
LLST 3501 Don Quixote
LLST 3503 Milton’s Paradise Lost
LLST 3504 Moby Dick
LLSW 2010 Introduction to Non-Fiction: Fact and Alchemy
LLSW 2010 Introduction to Non-Fiction: The Argument Essay
LLSW 2020 Introduction to Fiction: Reading the Classifieds: What is Genre?
LLSW 2020 Introduction to Fiction: Variations on Realism
LLSW 2020 Introduction to Fiction: Story and Structure
LLSW 2030 Introduction to Poetry
LLSW 2505 Introduction to Journalism
LLSW 3006 RFW Fiction
LLSW 3010 Dickens
LLSW 3016 RFW Non-Fiction
LLST 3025 RFW Poetry

LLST 3028 RFW Journalism
LLST 3052 Ulysses
LLST 3065 Modernism and the Metropolis
LLST 3404 Frederick Douglass
LLST 3506 Dante’s Divine Comedy
LLST 4410 Dostoevsky’s Bros Karamozov
LLSW 2010 Introduction to Fiction
LLSW 2020 Introduction to Fiction
LLSW 2030 Introduction to Poetry
LLSW 2505 Introduction to Journalism
LLSW 3006 RFW Fiction
LLSW 3010 Dickens
LLSW 3016 RFW Non-Fiction
LLST 3025 RFW 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/Staff Writer
LLSW 4000 Advanced Fiction
LLSW 4010 Advanced Nonfiction
LLSW 4020 Advanced Poetry
LLSW 4025 Advanced Journalism
PHILOSOPHY

Chair: 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 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 courses in the Department of Philosophy at 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
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:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major in Philosophy.

Requirements for the Minor in Philosophy
LPHI 2010 Philosophy 1: Ancient
LPHI 2020 Philosophy 2: Modern

Three additional philosophy courses, one of which may be a course outside the major (e.g., a cross listed course), all of which must be numbered 3000 or higher.

One additional philosophy course or course from outside Philosophy, chosen in consultation with the chair.

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major and minor in Philosophy.

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

FALL 2010
LPHI 2010 Philosophy 1: Ancient
LPHI 2020 Philosophy II: Modern
LPHI 2037 Ethical Skepticism
LPHI 3030 Kant
LPHI 3114 Animal Rights, Animal Minds
LPHI 3115 Philosophy of Nietzsche
LPHI 3120 Marx and Marxist Philosophy
LPHI 3503 Feminist Philosophy
LPHI 3508 Philosophy and Tragedy

SPRING 2011
LPHI 2010 Philosophy 1: Ancient
LPHI 2020 Philosophy 2: Modern
LPHI 2124 Concepts of Human Nature
LPHI 2775 Philosophy and Literature
LPHI 3105 Existentialist Philosophy
LPHI 3123 Metaphysics and Epistemology
LPHI 3509 American Pragmatism
LPHI 3511 Social Politics Philosophy
LPSY 3515 Pleasure, Reason, and Virtue

Courses that Satisfy Requirements for Philosophy
LHIS 2844 History, Authority, and Power I: From Antiquity to the Medieval Period
LLSL 2526 Modern Literary and Cultural Criticism: From Adorno to Sontag
LPOL 3041 Resistance
LPSY 4556 Language and Thought
LSOC 2042 Politics in Everyday Life
LURB 3038 Understanding Inequality and Social Policy
LPOL 2029 Democracies in Theories and Practice
LSOC 3102 Classical Social Thought

Philosophy Faculty
Zed Adams, J.M. Bernstein, Alice Crary, Simon Critchley, James Dodd, Erick Jimenez, Paul Kottman, Robin Muller, Marianne LeNabat, Dmitri Nikulin, Kevin Temple,
PSYCHOLOGY

Chair: McWelling Todman

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 in the Department of Psychology at The New School for Social Research (NSSR), some of whom hold joint appointments with Eugene Lang College. The Department of Psychology at NSSR is unique for its focus on both clinical and general psychology and for its faculty members, who share a 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.

The Psychology major encourages 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.

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

Lang Psychology students taking cross listed courses in NSSR’s Department of Psychology can use the credits toward a master’s degree in psychology as well as toward their undergraduate degree. Students who pursue an MA in psychology at The New School for Social Research can finish their degree in less time 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 2010–2011
LPSY 2772 Culture, Ethnicity, and Mental Health

Three core courses:
• ULEC 2160 Introduction to Psychology
• LSTS 2525 Statistics I
• 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

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

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.

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for the major and minor in Psychology.

Psychology Courses

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

Fall 2010
LPSY 2038 Fundamentals in Visual Perception
LPSY 2039 Fundamentals in Cognitive Neuroscience
RELIGIOUS STUDIES

Chair: Mark Larrimore

The field of religious studies occupies a paradoxical position within the liberal arts. The liberal arts have traditionally avoided religion, and religion has too often been illiberal. The discipline of religious studies, however, has in recent decades become perhaps 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. In addition, they often find unexpected commonalities across traditions, as well as challenges to modern understandings of the world and their places in it.

The interdisciplinary program in Religious Studies teaches that intellectual inquiry need not be the enemy of faith and that understanding different systems of belief and practice can nurture one’s spiritual capacities. But students also learn that what may be a source of wisdom and light in theory has often caused enormous suffering in practice. In seminars, students and faculty explore important questions of belief and action while studying visionaries, laypeople, and critics from many times and places.

Religious Studies offers courses in world religious traditions, with particular commitments to biblical and South Asian traditions, religion in America, and religion’s place in modern societies. Courses are offered from a variety of disciplinary perspectives and methodologies and encourage collaboration with other areas of study. The integrative courses foster this focus on multiple ways of knowing and methods of inquiry in related fields. Students acquire a deep sense of the interconnections between systems of thought and practice, both past and present. They learn to approach other traditions with critical respect and to pose the same questions about human destiny to their own traditions.

By the end of the junior year and in consultation with the chair, each student 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. 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

All students must complete an academic major. Completion of any major requires a minimum of 13 courses. Students interested in the interdisciplinary program in Religious Studies, which leads to a Bachelor of Arts in Liberal Arts, are
encouraged to complete the sequence of courses below. Alternatively, students should complete the requirements for the self-designed Liberal Arts major. Students focusing in this area of study cannot officially elect an academic minor. However, students interested in supplementing their major with Religious Studies are encouraged to complete the list of courses set forth below.

One Integrative course, chosen from the following (not all courses offered every semester)

- LREL 2778 Religion and Theater
- LREL 2779 Science and Religion: Anomalies and Miracles
- LREL 3059 Myth and Religion in Film

One Core Course: LREL 3004 Theorizing Religion

Six additional Religious Studies courses, of which four must be 3000 or higher

Four courses outside Religious Studies chosen in consultation with the chair

One Senior Capstone, chosen from:

- Individual Independent Project
- Collaborative Independent Project

By the end of junior year, students are expected to have defined a special field of competence that draws from courses both in and outside the program. These must be chosen with the approval of the chair.

Students must earn a grade of C or higher in all courses taken to meet the requirements for the Liberal Arts Major.

Students interested in a course of study in religious studies supplementary to their major are encouraged to complete the following:

One Core Course
LREL 3004 Theorizing Religion

One course in Western and one course in non-Western religious traditions

Two courses in an area of special competence

One additional religious studies course

Students must earn a grade of C or higher in all courses taken to meet these requirements.

**Religious 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 2010**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LREL 2051</td>
<td>Women’s Spirit and Contemporary Religion</td>
</tr>
<tr>
<td>LREL 2070</td>
<td>Hebrew Bible in Context</td>
</tr>
<tr>
<td>LREL 2102</td>
<td>Religion, Empire, and Globalization</td>
</tr>
<tr>
<td>LREL 2803</td>
<td>Mandala: Visions of Tantric Buddhism</td>
</tr>
<tr>
<td>LREL 3004</td>
<td>Theorizing Religion</td>
</tr>
<tr>
<td>LREL 3064</td>
<td>Race and Religions in American Cinema</td>
</tr>
<tr>
<td>LREL 3065</td>
<td>Buddhist Ethics</td>
</tr>
<tr>
<td>LREL 3220</td>
<td>Medieval Church and State</td>
</tr>
<tr>
<td>LREL 3990</td>
<td>Dharamsala: Tibetan Culture</td>
</tr>
<tr>
<td>LREL 3991</td>
<td>Dharamsala: Tibetan Language</td>
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**Spring 2011**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>LREL 2000</td>
<td>Spiritual Autobiography</td>
</tr>
<tr>
<td>LREL 2058</td>
<td>Aboriginal Australia</td>
</tr>
<tr>
<td>LREL 2114</td>
<td>Words in Her Mouth</td>
</tr>
<tr>
<td>LREL 2806</td>
<td>Buddhism in NYC</td>
</tr>
<tr>
<td>LREL 2807</td>
<td>Sufism and its Dissidents</td>
</tr>
<tr>
<td>LREL 3011</td>
<td>Death and Mourning in Religion</td>
</tr>
<tr>
<td>LREL 3045</td>
<td>Augustine</td>
</tr>
<tr>
<td>LREL 3048</td>
<td>Tibetan Buddhist Tantra</td>
</tr>
<tr>
<td>LREL 3058</td>
<td>Exploring Religious Ethics</td>
</tr>
<tr>
<td>LREL 3059</td>
<td>Myth and Religion in Film</td>
</tr>
<tr>
<td>LREL 3066</td>
<td>Jewish Philosophy and Politics</td>
</tr>
</tbody>
</table>

**Religious Studies Faculty**

Paula Austin, Katherine Kurs, Mark Larrimore, Michael Pettinger, Frank Shephard, Michael Sheehy, Arthur Shippie, Fran Snyder, Sara Winter, Val Vinokur
Chair: Lawrence Hirschfeld

Directors: Visit the Social Inquiry section of Lang’s website for undergraduate directors. The interdisciplinary program 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 program 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. The New School for Social Research is internationally known for its distinctive and critical approach to social theory. Students with a strong interest in economics should also look into the major in Economics (on the website). Social inquiry is a distinctive program especially suited for students interested in considering social issues from interdisciplinary and multidisciplinary perspectives. While courses are listed under individual subject codes, such as LPOL for politics and LSOC for sociology, The New School for Social Research ensures an interdisciplinary approach even in what might seem to be disciplinary courses. Courses from outside these individual disciplines may also satisfy requirements in the program, and students are encouraged to consider taking courses in Lang’s other programs, such as Urban Studies, Culture and Media, and History. Students also take integrative courses, in which ways of thinking, knowing, and inquiring in more than one discipline are taught.

Students have several options to complete the program. They may concentrate in a particular discipline or self-design a program in consultation with the chair to explore a particular issue, region, or theme. Each year, appropriate New School for Social Research courses are integrated into the Lang undergraduate curriculum. Upper-level Lang students have access to the resources at NSSR. Also, advanced students may take approved courses in graduate departments at The New School for Social Research. Advanced students may also apply to the accelerated BA/MA at The New School for Social Research. Students interested in this option should consult with the Academic Advising Office before their junior year.

Curriculum

The interdisciplinary program in Social Inquiry, which leads to a Bachelor of Arts in Liberal Arts, requires completion of a minimum of 13 courses. The program in Social Inquiry offers students the opportunity to complete a distribution of courses, Options 1 and 2 below, or to create a self-designed program of study. Students are encouraged to download the Program Requirement Worksheet for the program in Social Inquiry to track their progress. Students focusing in this area of study cannot officially elect an academic minor.

**Option 1**

**Two Integrative Courses:**

Any of the following courses will count in 2010-2011 for Social Thought I:

- LSOC 3017 Classical Social Thought
- LPOL 2051 Introduction to Modern Political Theory

Any of the following courses will count in 2010-2011 for Social Thought II:

- LANT 2018 Anthropology, Secularism, and Islam
- LANT 2013 Reading Ethnography
- LECO 4505 World Political Economy
- LHIS 2844 History, Authority, and Power"
- LHIS 3001 Uses of the Past
- LPOL 2806 Conflict and Inequality in International Affairs
- LPOL 3053 Currents in Marxism
- LSOC 3003 Culture Concept

Three courses in each of three departments and one course in a fourth department, at least six of which must be at the 3000 level or higher. Interdisciplinary LSHI courses may be substituted for any departmental course with approval from the undergraduate director from the following departments:

- Sociology
- Anthropology
- Economics
- History
- Political Science
- Psychology
- 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:

- Sociology
- Anthropology
Option 3

Students interested in building a program of study around particular themes or areas of inquiry may do so by completing a written path statement indicating the theme(s) they intend to study, the probable selection of courses they will complete, and detailing how the courses build upon the chosen theme(s). If a student wishes to pursue this option, the path statement must be approved by the undergraduate director by the beginning of his or her junior year. A minimum of 12 courses, including two Integrative Courses with a minimum of seven courses at the 3000 level or higher, is required.

For all options, students must earn a grade of C or higher in all courses taken in order to meet the requirements for Social Inquiry.

Social Inquiry Courses

All Economics (LECO), History (LHIS), 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 2010

LANT 2012 Anthropology and Politics
LANT 2016 Drug Cultures
LANT 2018 Anthropology, Secularism, and Islam
LANT 3013 Cities and Globalization
LANT 3027 Property in Action
LHIS 2100 American Slavery in History
LHIS 2106 Memoirs of 20th Century
LHIS 2121 1492:Conquest and Encounter
LHIS 3005 Age of Extremes
LHIS 3019 History, Trauma, and Genocide
LHIS 3030 Hitler and the Germans
LHIS 3056 New York City: Social History
LHIS 3058 Here, There, Everywhere
LHIS 3113 Gender, Race, and Citizenship
LHIS 4030 Islam in the 20th Century
LHIS 4507 Politics of Difference
LHIS 4514 Iran in Revolution: 1800–Present
LHIS 4520 Nazi Morality
LHIS 4530 Emancipation, Catastrophe, and Renewal
LPHI 2010 Philosophy 1: Ancient
LPHI 2020 Philosophy II: Modern
LPHI 2037 Ethical Skepticism
LPHI 3030 Kant
LPHI 3114 Animal Rights, Animal Minds
LPHI 3115 Philosophy of Nietzsche
LPHI 3120 Marx and Marxist Philosophy
LPHI 3503 Feminist Philosophy
LPHI 3508 Philosophy and Tragedy
LPOL 2001 Seminar Slam: The Debate Team
LPOL 2032 Power and the State
LPOL 2051 Intro to Modern Political Theory
LPOL 2120 Power and Politics in the U.S.
LPOL 2806 Conflict and Inequality in International Affairs
LPOL 3053 Currents in Marxism
LPOL 3058 Critiques of Capitalism
LPOL 3059 Dirty and Dangerous Work
LSOC 2001 Sociological Imagination
LSOC 2151 History and Politics of Domestic Labor
LSOC 2850 Urban Sociology
LSOC 3003 Culture Concept
LSOC 3102 Classics in Social Thought
LSOC 3103 Democracy in America
LPSY 2038 Fundamentals in Visual Perception
LPSY 2039 Fundamentals in Cognitive Neuroscience
LPSY 2042 Fundamentals of Cognitive Psych
LPSY 2043 Intro to Theories of Addiction
LPSY 2050 Child Clinical Psych
LPSY 2772 Culture, Ethnicity, and Health
LPSY 3023 Cognitive Models in Clinical Psych
LPSY 3103 Dream Interpretation
LPSY 3121 History of the Disordered Mind
LPSY 3136 Stereotype and Prejudice
LPSY 3750 Human Computer Interaction
LPSY 3601 Methods of Inquiry
LPSY 4000 Research Practicum 1
LPSY 4001 Research Practicum 2
LPSY 4002 IHAD Research Practicum
LPSY 4003 Research Practicum 3
LPSY 4005 Bowery Residence Research Practicum
LPSY 4503 Social Psychology
LPSY 4510 Adult Psychopathology
LPSY 4505 Developmental Psychology
LPSY 4564 Introduction to Substance Abuse Counseling
LPSY 4568 Psychopathology 3'
LURB 2016 Consuming the City
LURB 2053 Gender, Race, and the City
LURB 2055 Urban Arts and Publics
LURB 3027 Mapping the City
LURB 3028 Screening the City
LURB 3031 City Studio
LURB 3040 Social Justice and the City
LURB 3042 Crime, Incarceration, and the City
LURB 3810 Planning Sustainable Cities
LURB 4509 The Competitive City

Spring 2011

LANT 2013 Reading Ethnography
LANT 2019 Human Rights and Humanitarianism
LANT 2020 Neurocultures
LANT 2500 Politics and Culture of Medicine
LANT 3012 Family Romance
URBAN STUDIES

Chair: Joseph Heathcott

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

**Requirements for the Major in Urban Studies**

**LURB Curriculum**

One Introductory Course

- LURB 2860 The Dynamic Metropolis

One Methods Course

- LURB 2002 Urban Toolbox (Required)

One Additional Methods Course, chosen from:

- LURB 3010 Community Organizing: Methodologies of Research and Activism or LURB 3027 Mapping the City

One Project Based Course, selected from the following options:

- LURB 3003 Urban Homelessness: Civic Engagement and Activism in the City
- LURB 3029 Immigrant Communities in the City
- LURB 3031 City Studio

One Advanced Concepts Course, selected from the following options:

- LURB 3007 Urban Economies
- LURB 3040 Social Justice in the City

Seven Additional Urban Studies courses, distributed as follows:

- Two courses at 2000 level
- Three courses at 3000 level
- Two course at 4000 level

One Senior Capstone

- LURB 4900—Senior Seminar

Students must earn a grade of C or higher in all courses taken in order to meet the requirements for Urban Studies.

**Urban 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 2010**

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<thead>
<tr>
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<tbody>
<tr>
<td>LURB 2016</td>
<td>Consuming the City</td>
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<tr>
<td>LURB 2053</td>
<td>Gender, Race, and the City</td>
</tr>
<tr>
<td>LURB 2055</td>
<td>Urban Arts and Publics</td>
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<td>LURB 3027</td>
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<td>Social Justice and the City</td>
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<tr>
<td>LURB 3042</td>
<td>Crime, Incarceration, and the City</td>
</tr>
<tr>
<td>LURB 3810</td>
<td>Planning Sustainable Cities</td>
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<tr>
<td>LURB 4509</td>
<td>The Competitive City</td>
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**Spring 2011**

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<tbody>
<tr>
<td>LURB 2007</td>
<td>Everyday City</td>
</tr>
<tr>
<td>LURB 2013</td>
<td>Urban Toolbox</td>
</tr>
<tr>
<td>LURB 3003</td>
<td>Urban Homelessness</td>
</tr>
<tr>
<td>LURB 3007</td>
<td>Urban Economies</td>
</tr>
<tr>
<td>LURB 3010</td>
<td>Community Organizing</td>
</tr>
<tr>
<td>LURB 3029</td>
<td>City and Sound</td>
</tr>
<tr>
<td>LURB 3038</td>
<td>Understanding Inequality</td>
</tr>
<tr>
<td>LURB 3041</td>
<td>Immigrant Communities in City</td>
</tr>
<tr>
<td>LURB 3835</td>
<td>Urban Food System: Planning, Design, and Policy</td>
</tr>
<tr>
<td>LURB 4004</td>
<td>From Local to Global: Space, Scale, and Identity</td>
</tr>
<tr>
<td>LURB 4009</td>
<td>Criminology Research</td>
</tr>
<tr>
<td>LURB 4011</td>
<td>Visual Urbanism</td>
</tr>
</tbody>
</table>

**Urban Studies Faculty**

Gabrielle Bendiner-Viani, Nevin Cohen, Joseph Heathcott, Orville Lee, Laura Y. Liu, Robert Jürgen Freiherr Von Mahs, Scott Salmon
SUPPLEMENTARY AREAS OF STUDY

Students may supplement their course of study by taking advantage of Lang’s four new cluster offerings that focus on Civic Engagement, Gender Studies, Jewish Studies, and Race and Ethnicity. These interdisciplinary options draw on courses offered across the university. These clustered courses may also be used as part of the self-designed Liberal Arts major.

Civic Engagement

Civic Engagement is an interdisciplinary area of study, which includes courses students may take to supplement their primary course of study.

A hallmark of Lang, Civic Engagement encourages students to explore social issues and apply their learning in hands-on projects. Options include:

- Participating in the I Have a Dream program
- Working with children in after-school theater, dance, and arts programs or assisting with their community garden
- Working with the Ruane Literacy program to help first-graders in Harlem develop their reading skills
- Exploring issues of homelessness with Women in Need
- Teaching English as a second language in immigrant communities
- Recording oral histories to support the documentation efforts of the Eldridge Street Synagogue and Museum
- Mentoring urban high school students through the Institute for Urban Education

Interested students should contact Riva Kadar (kadarr@newschool.edu)

Gender Studies

Gender Studies is an interdisciplinary area of study, which draws from courses offered across the university. Students may take Gender Studies courses to supplement their primary course of study. Those who take six courses (including two introductory, three intermediate to advanced, and one senior capstone course) and receive guidance from an advisor, may receive a letter attesting to their completion of the program.

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.

Jewish Studies

The academic field of 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 once joked, they created it 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; it was 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. 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, and for grasping how modernity was born of antiquity and how texts can reshape 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.

**Ethnicity and Race**

Race and Ethnicity is an interdisciplinary area of study, which draws from courses offered across the university. Students may take Race and Ethnicity courses to supplement their primary course of study.

Lang students have the opportunity to 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 affected, reflected upon, and set the course for debates on race and ethnicity through the arts, philosophy, and public policy. Interested students should contact Ferentz LaFargue (LafarguF@newschool.edu).
STUDENT LIFE

STUDENT SERVICES

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

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

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

Student Housing and Residence Life

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

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

Student Health and Counseling Services

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

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

Student Health Insurance

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

Career Services and Advising

The Office of Career Programs provides career counseling. Employment and internship opportunities are posted, and information on job search techniques and interviewing skills is available. Students are encouraged to take advantage of what Lang has to offer in planning their career. They can consult a counselor or participate in an internship. A variety of career development resources are available, and students are encouraged to visit career services under academic resources at http://www.newschool.edu/lang/academics.aspx?id=944. Several offerings are described below.

Lang College Internship Programs

64 West 11th Street 212.229.5100 x2264

Students have access to resources online, including career guides, search strategies, and résumé and interviewing guides. Appointments with an internship advisor are encouraged.

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. The services provided are designed to assist students as they enter the competitive global arena. The services include individual counseling, special programs and workshops, full-and part-time employment opportunities, career resource information, job search strategies, résumé reviews, mock interviews, and cover-letter writing. To facilitate the online search, the Office of Career Development posts career information arranged by field on its website.

The online database of job opportunities for New School students is hosted through College Central. To access the database, visit www.collegecentral.com/newschool. 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.

The mission of International Student Services is to help international students reach their fullest potential and have positive experiences while at the university. In cooperation with 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.

All international students are required to attend orientation and check in with International Student Services. The office checks documents to see that students have been properly admitted into the United States, and reviews rights, responsibilities, and regulations. Each international student has access to one-on-one advising sessions. For more information, please visit www.newschool.edu/student-services.

**Student Disability Services**

The New School fosters an environment that encourages all students to reach a high level of achievement. Through student services and programs, the school emphasizes the importance of recognizing and embracing individual differences. In keeping with this philosophy, The New School is committed to helping students with disabilities obtain equal access to academic and programmatic opportunities. Student Disability Services is designed to assist students with disabilities in need of academic and programmatic 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 either a temporary or chronic disability of any kind, feel free to submit medical documentation to Student Disability Services at the beginning of the semester. The staff members can advise you on policies and procedures and discuss any available accommodations and support.

For more information about Student Disability Services, please visit www.newschool.edu/student-services.

**University Student Senate**

The University Student Senate (USS) is the official university student government of The New School. Senators are elected by matriculated students from every academic division with the number of senators determined by the size of the school. Elections are held each 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 USS website. Meetings are open to all students, and students are encouraged to bring their concerns or ideas to the USS. Visit www.newschool.edu/student-services 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 as well as the University Diversity Committee. The office also administers the Arthur O. Eve Higher Education Opportunity Program and the Student Ombuds Office.

**Food Services**

Students may enroll in a meal plan or take advantage of dining facilities on campus on a cash basis. For more information, visit www.newschool.edu/student-services.

**Diversity Initiative**

The University Diversity Committee is being reconstituted and renamed the Diversity and Social Justice Committee. The new name reflects the broadening of its mission beyond encouraging diversity to building structures and promoting interactions that will foster socially fair relationships among different groups. The committee is currently drafting a new mission statement, which will be available on The New School website sometime this fall.

**ACADEMIC RESOURCES**

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

**Libraries**

The 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 libraries listed below, visit www.library.newschool.edu.

**University Libraries**

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

**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
Cooper Union Library
New York Academy of Art
The New-York Historical Society

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

**Other Resources**

**Barnes and Noble**
105 Fifth Avenue at 18th Street
212.675.5500
[www.barnesandnoble.com/textbooks](http://www.barnesandnoble.com/textbooks)
Textbooks for most courses are available for purchase at Barnes and Noble.

**The Foundation Center**
79 Fifth Avenue, 2nd floor
212.620.4230
[www.fdncenter.org](http://www.fdncenter.org)
Many foundations administer scholarship programs for students, but most funds are granted to colleges and universities, which then distribute awards according to various criteria. A small number of foundations (some 5,000 organizations identified by the Foundation Center) approve grants directly to individuals. These organizations are listed in an online database, and a significant proportion of those grants are for direct scholarships, fellowships, and loans to students at all undergraduate levels. Students pursuing foundation funding for their education should contact reference librarians at the Foundation Center. To learn more about these special resources for scholarships, visit the [www.fdncenter.org](http://www.fdncenter.org).

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

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

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

**Wireless**
The New School provides free wireless Internet access throughout the campus. Students should be sure to have the latest anti-virus and anti-spyware software.

**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. For more information, visit [www.newschool.edu/at/support/helpdesk/about.html](http://www.newschool.edu/at/support/helpdesk/about.html).

**COMMUNICATION WITH STUDENTS**
The college and university administration routinely communicates with students through these channels:

**MyNewSchool**
MyNewSchool is the university’s customizable Web portal that connects students to the university. See Student Services for more information.

**Student Email Accounts**
The university provides each student with a GroupWise email account. Students are required to activate their account and check their university email daily. Official communications from the college and the university will be made through this account. GroupWise accounts can be set up to forward to a personal email account, but delivery problems with certain providers may be encountered. It is recommended that students use GroupWise.
Change of Address or Telephone Number

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

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 department. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing degree students register in April for the following 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 or diploma 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. 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 and professional 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.

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 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 designated in this catalog and on the website as either LXXX 45## or LXXX 44##. 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, Writing Fellows, Release, experiential courses and other out-and-about courses, fitness and outdoor courses, Teaching and Learning seminar, Lang College singers

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:

- LDAN (all dance performance courses)
- LTHR Fall Production, Spring Production
- Internships
- Wellness courses
- Applied Arts, Vocational, and Business Administration Courses

BA candidates may accrue a maximum of 30 credits through approved examinations. Approved examination programs are advanced placement examinations and international baccalaureate programs.

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 in the Lang Academic Advising office.) 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 the Lang assistant dean, 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 must contact their academic advisors for approval and instructions. All course changes must be submitted to the Office of the Registrar through MyNewSchool or in person. No course change is effective until this step is complete.

There is a financial penalty for dropping classes once the term has begun. (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)
  • Undergraduate students: through seventh week of semester
  • Parsons, Mannes graduate students: through seventh week of semester
  • All other graduate students: through end of semester

Withdrawal with a grade of WF noted on academic transcript (equivalent to an F in GPA)
  • Undergraduate students: after seventh week of semester
  • Parsons, Mannes graduate students: 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 2010–2011, tuition and fees are $36,090. This sum includes a mandatory Health Services Fee. Room and board costs are available from the Housing Office and at www.newschool.edu/studentaffairs/housing.

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.

Authorization letters and forms should be faxed to 212.229.8582; mailed to The New School, attention Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003; or brought in person to the cashiering office at 72 Fifth Avenue. Payment may be made online at mynewschool.edu, by ACH or credit card, or by faxing a credit card authorization along with the deferment form to 212.229.8582. Payment for the amount of the returned check and the $30 returned check fee must be made with cash, a certified bank check, or a money order. Another personal check is not acceptable. A penalty (ten percent of the balance) is charged if payment for a returned check is not received within four weeks. If a second check is returned, all future charges must be paid with cash, a certified bank check, or a money order; personal checks will no longer be accepted.

Refund Schedule and Policies

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

University Refund Schedule—Degree Students

<table>
<thead>
<tr>
<th>Courses dropped</th>
<th>% Semester Tuition Charges 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>

Fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract.

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

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

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 a Lang-supervised program such as the Lang/Sarah Lawrence 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:

Late Fee Appeal Committee

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

GRADES AND GRADING

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 automatically mail paper copies of grades to students. Students who need an official copy of their grades for the current term can request it through MyNewSchool.

Numerical Values of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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)
- AP = Approved (non-credit certificate)
- NA = Not approved (non-credit certificate)
- GM = Grade not reported

Grade of W

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

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

Grade of WF

The grade of WF is issued by an instructor to a student (any undergraduate student or graduate student at Parsons or Mannes) who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an “F,” which 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 and forwards a copy of the contract to the student’s academic advisor. 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 revised 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 Limitations: 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. If the student is medically disabled, someone acting on his or her behalf may telephone or email the appropriate person, and the student may submit the written explanation at a later date.

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 (one year for graduate students). After that time has elapsed, all grades recorded in the registrar’s office become a permanent part of the academic record, and no changes are permitted.

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.
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 to reevaluate work by the instructor 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:

1. A recording or calculation error was made by the instructor.
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 to reevaluate work by the instructor 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.

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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 to reevaluate work by the instructor 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.

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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 will be dismissed. Any undergraduate earning a term GPA of less than 1.0 will be dismissed.

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

Minimum Grades for Area of Study or Major 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.)

Retaking a Course
With approval, graduate students with a grade of B- or below and undergraduate students with a grade of F or WF in a course are eligible to retake the course and have the original grade removed from the cumulative GPA. Approval will be granted for this up to three times during a single degree program. The initial grade will continue to appear on the transcript but will drop out of the cumulative GPA; the grade earned the second time will be used to compute the GPA. Retaken courses will not count twice toward fulfillment of graduation requirements nor for student loan or New York Tuition Assistance Program (TAP) certification. 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.

**ACADEMIC PROGRAM STATUS**

**Change of Major or Program**

Students generally declare a major either as part of the admission process or upon entering 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 complete a Change of Department form. This form should only be used to change departments within the same division and degree program. 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 the academic affairs officer in their school 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 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.

If unable to return to study as planned, students must contact their academic affairs officer 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 the academic affairs officer in their school 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.

**Readmission**

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

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

**GRADUATION**

**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 34 credits for an associate’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.

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.
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 policies 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 presume 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 adjudication 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. Notification of alleged plagiarism should be copied to the assistant 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
The instructor should provide a written document, noting whether the student admitted or denied plagiarism, to the assistant 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. Within two weeks, the committee renders a decision and notifies each party of its decision, with copies again forwarded to the assistant dean of students.

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 associate 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.
• 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 applications for independent study, internship plans, 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 transferred and received 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 other aspects of 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.

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](http://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 2010–2011 academic year, the university reports the “persistence rate” for the year 2009 (i.e., the percentage of all freshmen studying full time in fall 2009 who were still studying full time in the same degree programs in fall 2010). This information can be found under the common data set information. Visit the Office of Institutional Research at [www.newschool.edu/admin/oir](http://www.newschool.edu/admin/oir) for more information.

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

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011.

Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC’s TDD number is (212) 741-3080.

Students or employees who believe they have been discriminated against on the basis of a disability may contact their Division’s Dean Office, their department director, or the Office of the Senior Vice-President for Human Resources and 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

OFFICERS OF ADMINISTRATION

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James Murtha  Executive Vice President and Chief Operating Officer
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Joel Lester  Dean, Mannes College The New School for Music
Robert LuPone  Director, The New School for Drama
Martin Mueller  Executive Director, The New School for Jazz and Contemporary Music
Michael Schober  Dean, The New School for Social Research

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

Joel Towers  Dean, Parsons The New School for Design

BOARD OF TRUSTEES

For the most up-to-date list, visit www.newschool.edu/administration.html.

ABOUT THE NEW SCHOOL

The New School was founded in 1919 as The New School for Social Research by a group of prominent progressive scholars, including Charles Beard, John Dewey, James Harvey Robinson, and Thorstein Veblen. The school was established as an alternative to the traditional university and offered an open curriculum, minimal hierarchy, and free intellectual exchange. In 1933, New School President Alvin Johnson created the University in Exile, a refuge for scholars driven out of Germany by the Nazis, and gave it a home at the school. In 1934, the University in Exile was renamed the Graduate Faculty of Political and Social Science and incorporated into The New School, making it a degree-granting institution.

Today The New School offers undergraduate and graduate degrees and certificates and continuing education courses in the arts, the humanities, the social sciences, and public policy. Students benefit from a variety of learning formats (from small seminars to studios to traditional lectures to hybrid online/onsite formats), access to the rich educational resources of New York City, and a faculty of prestigious scholars and working professionals. The New School’s main campus is located in Greenwich Village, one of New York City’s oldest and most beautiful neighborhoods. The university’s divisions are The New School for General Studies and Milano The New School for Management and Urban Policy, The New School for Social Research, Parsons The New School for Design, Eugene Lang College The New School for Liberal Arts, Mannes College The New School for Music, The New School for Drama, and The New School for Jazz and Contemporary Music.

The university’s commitment to transcending the boundaries between traditional academic disciplines, its ties to the cosmopolitan cultural and professional life of New York City, and its willingness to reinvent itself remain unchanged, as does its dedication to the ideal of lifelong education for all citizens. The New School holds a place in the avant-garde of American universities, attracting adventurous, creative, civic-minded scholars. For more information, visit www.newschool.edu.
THE DIVISIONS OF THE NEW SCHOOL

The New School for General Studies and Milano The New School for Management and Urban Policy

66 West 12th Street, New York, NY 10011
212.229.5615, www.newschool.edu/generalstudies

72 Fifth Avenue, New York, NY 10011
212.229.5400, www.newschool.edu/milano

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

The New School for General Studies: A pioneer of lifelong education in the United States, The New School for General Studies is still a center of innovation today. Its offerings include a bachelor’s degree program for returning students, graduate degree programs that integrate theory and practice, and a broad and serious curriculum open to noncredit students. The school offers the following degrees: the BA and BS in Liberal Arts, BFA in Musical Theater (in association with the American Musical and Dramatic Academy), MA in Media Studies, MFA in Creative Writing, and MA in TESOL. The New School offers graduate-level certificates in Documentary Media Studies and Media Management and undergraduate and noncredit certificates in Creative Arts Therapy, Teaching English to Speakers of Other Languages, English as a Second Language, Film Production, and Screenwriting. Accelerated joint bachelor’s/master’s degree options are available in several graduate programs at the university. The curriculum open to noncredit students includes courses in history, psychology, literature, philosophy, film and media studies, visual arts, acting, writing, management and business, foreign languages, and food studies. The school is also the home of the Vera List Center for Art and Politics.

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

The New School for Social Research

16 East 16th Street, New York, NY 10003
212.229.5700, www.newschool.edu/socialresearch

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

Parsons The New School for Design

2 West 13th Street, New York, NY 10011
212.229.8950, www.newschool.edu/parsons

Parsons The New School for Design is a degree-granting college of art and design offering professional and liberal education at the undergraduate and graduate levels. The school focuses on critical thinking skills, social engagement, collaborative methods, and global perspective. Parsons graduates are known for their leadership in creative, management, and scholarly areas of art and design. The school was named in 1936 for longtime president Frank Alvah Parsons, who devoted his life to integrating visual art and industrial design. Professional internships, interdisciplinary collaboration, and international study opportunities augment Parsons’ undergraduate, graduate, and certificate programs. Parsons offers the following degree programs: BFA or a five-year BA/BFA dual-degree program in Architectural Design, Communication Design, Design and Technology, Fashion Design, Fine Arts, Illustration, Integrated Design, Interior Design, Photography, and Product Design; BBA in Design and Management; BA in Environmental Studies; BS in Environmental Studies and Urban Design; AAS in Fashion Marketing, Fashion Studies, Graphic Design, and Interior Design; MFA in Design and Technology, Fashion Design and Society, Fine Arts, Interior Design, Lighting Design, Photography, and Transdisciplinary Design; MArch; MArch/MFA (dual degree) in Lighting Design; and MA in History of Decorative Arts and Design and Fashion Studies. The following programs are in development: MA Urban Design Studies; MS Design Management, and MS Urban Design Ecologies. Nonmatriculated students of all ages can participate in a variety of programs, such as Summer Intensive Studies (pre-college and college-level), Continuing Education (for adults), and the Parsons Pre-College Academy (certificate programs and general art and design education for young people in grades 4–12).
Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. Established in 1985, the school was named in honor of the educational philanthropist and New School trustee Eugene M. Lang. Lang students enjoy the benefits of study in small seminar-style classes and can pursue the BA in the Arts, Culture and Media, Economics, Environmental Studies, Global Studies, History, Interdisciplinary Science, Literary Studies, Philosophy, Psychology, Urban Studies, or Liberal Arts. Liberal Arts majors can complete interdisciplinary programs in Education Studies, Religious Studies, and Social Inquiry; they can also elect a self-designed program of study. In addition, Lang offers a dual-degree program in which students earn a BA from Lang and a BFA from Parsons The New School for Design or The New School for Jazz and Contemporary Music. The college also offers several bachelor’s/master’s dual degree programs with other divisions at The New School.

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

The New School for Drama

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

The New School for Jazz and Contemporary Music

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