THE NEW SCHOOL
MILANO SCHOOL OF INTERNATIONAL AFFAIRS, MANAGEMENT, AND URBAN POLICY
2011–2012 CATALOG

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ABOUT THE NEW SCHOOL

The New School was founded in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, it is a leading university, enrolling more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts and social sciences, management, art and design, and performing arts. The New School offers programs and courses online as well as on campus in New York City. The Milano School of International Affairs, Management, and Urban Policy is a program of The New School for Public Engagement, one of several academic divisions of the university.

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The New School for Public Engagement
Office of Admission
72 Fifth Avenue, 3rd floor
New York, NY 10011
www.newschool.edu/public-engagement/milano
**Message from the Executive Dean**

This catalog presents a challenging and exhilarating educational journey. As you learn about the opportunities available to you as a student at the Milano School, I am confident that you will find *more* than you need—that you will explore, be adventurous, be surprised.

This catalog represents a new direction for us at The New School as well. The Milano School of International Affairs, Management, and Urban Policy belongs to a newly consolidated division of the university, The New School For Public Engagement. The division includes the Milano School’s distinguished programs in management, public and urban policy, international affairs, and environmental policy and sustainability management, other graduate programs in media studies, creative writing, and teaching English to speakers of other languages, the New School Bachelor’s Program for adult students, and new interdisciplinary undergraduate programs in areas like environmental, urban, and global studies. In supporting such a broad array of degrees and programs, The New School For Public Engagement underscores our commitment at The New School to interdisciplinary education; the interconnections of liberal, professional, and practical learning; and local and global civic engagement.

Milano’s established strengths in socially-conscious professional training, urban engagement, and public scholarship offer crucial assets to our innovative mission. Our aim in building this new division of The New School is to enlarge your opportunities for interdisciplinary linkages, cross-program collaboration, and practical engagement with real-world issues. I am proud of what we offer our students now. I am excited by the opportunities for learning in action that we are developing.

I hope this catalog will send you on a fabulous journey. The journey will not be yours alone. You will be in the good company of inspiring teachers and engaging collaborators among your fellow students. As you pursue your studies, I know you will find ways to contribute to this new educational community we are building.

David Scobey, Executive Dean
The New School For Public Engagement
ACADEMIC CALENDAR

FALL 2011

Registration for continuing students: April 4–29
Registration for new students; late registration for continuing students: July 5–August 29
Classes begin: August 29
Last day to add a class: September 12
Last day to drop a class: September 19
Last day to withdraw from a class with a grade of W: December 19
Classes and exams end: Monday, December 19

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

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

*Classes scheduled for 4:00 p.m. and later do not meet September 28 and October 7; classes are cancelled all day on September 29 and October 8 (see rescheduled days above).

SPRING 2012

Registration for continuing students: November 7–30
Registration for new students; late registration for continuing students: January 10–20
Classes begin: January 23
Last day to add a class: February 3
Last day to drop a class: February 10
Last day to withdraw from a class with a grade of W: May 14
Classes and exams end: Monday, May 14
Graduation: Friday, May 18

Holidays
Martin Luther King Day: Monday, January 16
Presidents Day: Monday, February 20
Spring break: Monday–Sunday, March 12-18

Fall 2012 Registration for continuing students: April 2-27
THE MILANO SCHOOL

Neil Grabois, Dean
Mary R. Watson, Associate Dean for Academic Affairs
Susan Morris, Associate Dean of Student Affairs
Merida Escandon, Director of Admissions
Carol Anderson, Director of Career Development and Placement
Andrew White, Director of the Center for New York City Affairs

MESSAGE FROM THE DEAN

I arrived at The New School in 2010 having spent most of my professional life as a professor and administrator in liberal arts colleges. I’m delighted with what I have found at this exciting university: dedicated, imaginative faculty; talented, focused students; and a curriculum unconstrained by disciplinary barriers.

Milano is a professional school that prides itself on its entrepreneurial spirit and its refreshing mix of theory and practice. With its focus on management and policy analysis in the nonprofit sector, our programs encompass theory, skills and practice. For example, our students joined students from other divisions of The New School to enter a project in the 2011 Solar Decathlon, a federal government competition to design energy-efficient, affordable housing. Other students recently went down to New Orleans to help local entrepreneurs make a difference in neighborhoods still recovering from Hurricane Katrina.

Although I had known Milano by reputation, my recent discussions with our students, faculty, and alumni help me appreciate the special wisdom that distinguishes this school. The Milano graduate school is deeply rooted in the traditions of The New School, an understanding that solutions to human problems depend on our values and not simply on technical paradigms. We are training managers and analysts who will ask questions like: How will this proposed policy affect people’s lives in a community? Will one group pay too large a price to solve some others’ problems? How do we balance effects when determining whether a solution is socially just or merely ameliorative?

Our school provides opportunities for students to focus on issues in a global context, issues that reflect not only the world’s commonalities but also its cultural differences. The Milano School brings together international affairs, management, urban policy, and environmental policy, enriching the opportunities for professional development available to our students. I sincerely commend its programs to you.

Neil Grabois, Dean
Milano School of International Affairs, Management and Urban Policy

About Robert J. Milano

Robert J. Milano (1912–2000) grew up in the Hell’s Kitchen area of Manhattan, attended the High School of Commerce, and took night classes at City College of New York, studying business administration and financial law. He was a successful entrepreneur in the chemical industry and went on to devote many years to public service to New York City and State.

He also enjoyed taking continuing education courses at The New School and, in 1976, joined the board of trustees of the university, serving for 24 years until his death. He was active in transforming The New School into a major urban university with a special dedication to public service and the arts. He provided financial support for scholarships, paid faculty leaves, venture capital grants to innovative academic programs, a student residence hall, and other facilities. He was a member of the advisory board of the Center for New York City Affairs for many years and a major supporter from its inception of the school that bears his name.

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. Visit the university website to read the report and documentation from The New School’s most recent Middle States review.

Professional curricula are accredited by the appropriate professional educational agency or board. The master of science degree in urban policy analysis and management has been accredited by the National Association of Schools of Public Affairs and Administration since 1980.

DEGREES AND CERTIFICATES

The Milano School for International Affairs, Management, and Urban Policy offers master’s degrees in Environmental Policy and Sustainability Management (MS), International Affairs (MA and MS), Nonprofit Management (MS), Organizational Change Management (MS), and Urban Policy Analysis and Management (MS), and a doctoral degree in Public and Urban Policy (PhD). The Milano school also awards post-graduate certificates in Leadership and Change, Organizational Development, and Sustainability Strategies.

Higher Education General Information Survey (HEGIS) codes: MS in Environmental Policy and Sustainability Management, MS in Nonprofit Management, MS in Organizational Change Management, and certificates in Leadership and Change and Sustainability Strategies, 0506.00; MA and MS in International Affairs, 2210.00; MS in Urban Policy Analysis and Management and PhD in Public and Urban Policy, 2214.00; and certificate in Organizational Development, 2199.00).

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

New School graduates are cordially invited to take advantage of free admission to selected public programs; invitations to private events and receptions hosted by degree programs, the dean, and the university president; and reading privileges at the Fogelman, Gimbel, and Scherman libraries; as well as networking and professional development opportunities. Alumni receive and are invited to contribute to an online alumni newsletter. Visit www.newschool.edu/alumni or contact Francisco Tezén, Director of Development, 212.229.5662, nsalumni@newschool.edu.

Alumni can continue their participation in the Milano community by offering informational interviews and career advice to current students, appearing on alumni panels to discuss career paths, attending school reunions and other networking events, and contributing to the New School Annual Fund.

The Milano Office of Career Development and Placement offers services for life to alumni. Contact Carol Anderson, Director of Career Development and Placement, 212.229.5400 x.1109, andersoc@newschool.edu.
ACADEMICS

ACADEMIC STUDENT SERVICES

Milano School Office of Student Affairs
72 Fifth Avenue, 4th Floor
New York, NY 10011

Susan Morris
Associate Dean of Student Affairs
smorris@newschool.edu

Vanessa Reich
Executive Secretary, Student Services
reichv@newschool.edu

The Milano School of International Affairs, Management, and Urban Policy provides academic services through its Office of Student Affairs. Students are encouraged to become familiar with the services provided and coordinated through this office and consult with the associate dean for student affairs on any matter respecting their academic programs and career goals.

The Office of Student Affairs provides or coordinates the following services:

- Counseling and academic advisement
- Diagnostic testing and support services
- Tutoring
- Student activities
- Placement services and career guidance
- Grade appeals

Counseling and Academic Advisement

Staff members and faculty who advise or provide related services in support of academic success and retention recognize the vital role an advisor plays in a student’s overall academic experience and professional development. Throughout the student’s years of study at Milano, advisors are available to discuss academic choices, future plans and goals, and any concerns the student may have.

Prior to registering, students must consult with an advisor who helps them plan their programs and gives them a log-in for online registration. Program chairpersons, faculty members, and the associate dean for student affairs work closely with each other to ensure that appropriate academic progress is made and that any difficulties are resolved. Our goal is to make sure students achieve their personal and professional development goals and join Milano’s long roster of successful alumni.

Incoming students in the Urban Policy, Organizational Change Management, Nonprofit Management and Environmental Policy/Sustainability Management program are invited to group advising sessions prior to the start of their first semester. After school is in session and they have met the faculty, most students choose their own advisors. Students are never restricted to a particular advisor but are free to consult with any member of the faculty as an advisor at any time.

Incoming students in the International Affairs program are advised online and in group advisement sessions prior to the start of their first semester. After they arrive on campus, all members of the faculty are available for consultation. During their first semester, students attend group advising sessions to prepare for second-semester registration. Detailed advising and registration information are available online at www.newschool.edu/internationalaffairs. During their second semester, students in the International Affairs program choose a single faculty advisor based on their chosen concentration and plans for a final project: thesis or practicum.

Self-Assessment and Support Services

Milano strives to meet the needs of a diverse graduate student body by providing a variety of programs, activities, and support resources that enhance the educational experience. Milano focuses on helping students achieve success from the moment they first register until they graduate.

Students have numerous opportunities to use, develop, and perfect the knowledge, technical skills, and competencies they will need for professional success in their chosen fields. Among the qualities that employers consider critical are the ability to communicate effectively and facility with quantitative and data analysis skills.

Tutoring

In preparation for courses in quantitative methods, microeconomics, and others requiring data manipulation and/or interpretation, a self-diagnostic test is posted online that can help students determine their own strengths and weaknesses in mathematics so that, if necessary, they can make use of university support services.

The Office of Student Affairs refers students who may need help with analytic writing to the University Writing Center.

Generally, students should make an appointment to consult with their instructors if they have a question about curriculum material. However, additional assistance is sometimes needed in a particular subject area. Depending on student needs and the availability of tutors, Milano provides group tutoring services and review sessions free of charge in such areas as quantitative methods and economic analysis.

Information about schedules and locations is available in the Office of Student Affairs. On request, the office can assist in locating a private tutor, but cannot negotiate or pay fees for private tutoring.

Foreign Language Study

Milano students are eligible to audit one foreign language course per semester, provided they are actively earning credit toward the degree. Visit http://www.gpia.info/languages to obtain a PDF catalog of the upcoming semester’s foreign language course offerings. Having chosen a course, contact Chrissy Roden, the Assistant Director of Academic Student Services in the Dean's Office of The New School for Public Engagement, (212) 229-5615, rodenc@newschool.edu, to schedule a registration appointment.
The Milano School provides extensive career services to its students and alumni. Its degree programs are designed to prepare graduates for emerging roles and career trajectories that cross many sectors, functions, and national boundaries. The Milano Career Development and Placement Office services include career assessment and guidance in career decision-making, workshops and coaching for job-search skills, and videotaping and critiquing of mock job interviews. Individual job search counseling is also available by appointment. To accommodate working students, the office is open on weekday evenings, and workshops are sometimes held on Saturdays.

The Career Development and Placement Office also provides individual advising on strategy and tactics for job and internship search, recording and critiquing of practice interviews for specific positions of interest, and coaching for competitive, post-master’s management fellowships for entry into federal and state government service. The Office assists students in finding and obtaining summer internships in their chosen fields, part-time and full-time apprenticeships for those changing careers and/or permanent professional positions. Job postings are published on the office’s career resources website, www.collegecentral.com/milano, which also includes a listing of websites that can help students identify and research potential employers. Many Milano alumni, faculty, and other friends of The New School generously provide their services to Milano graduates in the form of introduction to potential employers, networking referrals, and employment opportunities.

Milano alumni can utilize Career Development and Placement services throughout their careers. Many mid- and senior-level opportunities for seasoned professionals who are already in advanced stages of their careers are advertised on the Milano career resources website.

The Milano community is composed of nearly 9,000 alumni and 800 current students. Personal interaction with colleagues, faculty, other professionals, enhanced by our extensive Career Development and Placement services, provide students with leads to potential employers and other valuable tools to guide them with their professional development. After graduation and throughout their careers, many of our students are able to take advantage of our extensive network of alumni in advancing their careers.

Graduates are also encouraged to continue active contact with the Office of Career Development and Placement. This office provides exceptional support for our graduates, helping them navigate opportunities and challenges at every stage of their careers.

**Office of Career Development and Placement**

72 Fifth Avenue, 4th Floor  
New York, NY 10011  
Carol Anderson  
Director of Career Development  
andersoc@newschool.edu

**ENVIRONMENTAL POLICY AND SUSTAINABILITY MANAGEMENT**

**Program Office**  
72 Fifth Avenue, 5th Floor  
New York, NY 10011  
EPSM@newschool.edu

**John Clinton**  
Director of Environmental Policy and Sustainability Management  
clintonj@newschool.edu

**Suzanne Bostwick**  
Program Manager  
bostwics@newschool.edu

**Message from the Director**

Early in the 20th century, The New School was founded to advance public discourse about the critical issues of the day. Today, managing the complex relationship of environmental and socio-economic sustainability is certainly one of those critical issues. The mission of the Milano School for International Affairs, Management, and Urban Policy—to educate agents of positive social change—aligns with the goal of advancing social, organizational, and environmental sustainability.

Concerns about the impact of human activities and organizations on natural and institutional ecology drive the need for a new kind of professional able to integrate these concerns into the mission and strategies of public, business, and not-for-profit organizations. The Milano master of science degree in environmental policy and sustainability management is an interdisciplinary professional master’s program that prepares graduates to play valuable roles as planners, managers, policy analysts, and consultants in defining environmental policy and giving support to institutions that seek to enhance their sustainability performance. It is designed to provide a broad understanding of the importance of ecological, financial, and social sustainability to organizational success.

On the following pages you can read more about our program and this growing professional field. We invite you to join our program and prepare to meet the pressing challenges ahead of us.

John Clinton, Director of Environmental Policy and Sustainability Management  
clintonj@newschool.edu
Master of Science Degree

The Environmental Policy and Sustainability Management program addresses intersecting challenges such as global climate change, natural resource depletion, financial sustainability, and innovative organizational change. The program is distinctive in establishing the integral relationship of sustainability competencies and in its emphasis on

- urban ecology
- cross-sector collaboration
- joint training of managers and policy analysts
- change-management preparation
- critical perspectives on institutions
- examination of the systemic linkages among environmental, social, and economic issues

This 42-credit master of science program may be taken on a part-time or full-time basis. It consists of a common core of three courses, an integrative program core of seven courses, and four courses taken in either the Policy concentration or the Management concentration.

The program core focuses on mastering the relevant natural sciences, financial analytics, public policy, and business dimensions of projected climate change and an array of perspectives on organizational, environmental, and social ecology. Individuals supplement core learning by completing an area of concentration in either policy or management. Students complete the program with a capstone seminar, in which they develop individual research- and practice-based projects in a collaborative and multiple-disciplinary learning environment.

Core Courses (9 credits)

MEFI 5060  Economics for Management and Public Policy
MTCH 5070  Quantitative Methods
MMGT 5027  Making a Difference

Integrative Program Courses (21 credits)

MSUS 5000  Principles of Environmental Science
MSUS 5001  Environmental Law and Science for Policy Analysts and Sustainability Managers
OR
MMGT 5016  Climate Change
MMGT 6168  Sustainability Perspectives and Practice
MEFI 6502  Elements of Finance and Capital Markets
MMGT 6519  Leadership for Sustainability Strategies
MMGT 6518  Organizational Assessment and Diagnosis
MSUS 6500  Advanced Seminar in Environmental Policy and Sustainability Management

The Policy Concentration (12 credits)

MPLC 5040  Policy Analysis
MPLC 5042  Urban Environmental Policy
Two approved electives

The Management Concentration (12 credits)

MMGT 5026  Management and Organizational Behavior
MHTC 6124  Foundations of Organizational Change
Two approved electives

Curriculum

Core Courses

MSUS 5000 Principles of Environmental Science
In order for management professionals to address issues of sustainability adequately, they need to know and understand some of the basic underlying science. This course will introduce students to the fundamental scientific, technical, and analytical issues relating to environmental studies, providing a strong foundation so they can be conversant in the multidisciplinary environmental that is sustainability management. At the same time, students will develop the communications skills necessary to operate successfully in this space.

MSUS 5001 Environmental Law and Science for Policy Analysts and Sustainability Managers
Since the early 1970s, the interdisciplinary fields of environmental law and science have informed the environmental policies that are widely practiced today. In the past decade, these disciplines have influenced the growing practice of sustainability management, therefore, a strong understanding of law and science is essential for effective analysts and managers. This course reviews key provisions of environmental law and the scientific and social principles that underlie such laws. Moreover, it will examine the application of these disciplines to particular issues in environmental policy and sustainability management. The goal of the course is to familiarize students with environmental law and science and to provide experience in applying these principles.

MMGT 5016 Climate Change and Cities
Climate change is altering the ways our cities are planned and managed; affecting more than half the world’s households and most firms. United Nations estimates that three billion people will be added to cities by 2050, predominantly in slums of Africa and Asia. In this course students learn about this critical global environmental challenge and explore city responses to climate change. The focus is on familiarizing the students with practical applications of frameworks for city climate risk assessment. The course provides an introduction to the importance of climate science, the tools to unpacking urban risks, adaptation and mitigation mechanism, and policy options for urban sectors like energy and transport, and their system-wide interactions through land use and governance. To develop problem solving strategies for environmental planning and management, students will learn the importance of including economic, social, and technical analyses that are spatially and temporally disaggregated, drawing on case studies from major cities around the world.

MMGT 6168 Sustainability Perspectives and Practice
This course provides an array of perspectives from which sustainability issues are viewed, including ecopsychology, environmental history, deep ecology, ecofeminism,
environmental justice, bioregionalism, Green political movements, ecological identity, and consumer-behavior studies. The course will introduce specific competencies for sustainability practice, including negotiation, conflict resolution, decision making, communication, interprofessional collaboration for systemic change, and reflective practice. The goal is to inform professional practice by broadening students’ views on relevant issues through multiple lenses, while also focusing problem-solving, seeking to balance knowledge generalization and specialization.

MEFI 6502 Elements of Finance and Capital Markets
This course familiarizes students with the language of finance in general and specifically as it applies to community development. It builds on the skills established in students’ prior study, assuming a “Wall Street perspective” to examine fixed-income financing alternatives and opportunities that can help make future economic ventures much more successful. The course provides an introduction to mainstream corporate financial markets, community financial markets, investments, financial assets (securities), institutions, financial trading, and valuation of financial assets.

MMGT 6519 Leadership for Sustainability Strategies
Sustainability has been elevated to a key driver for business today. A number of organizations, large and small, are now creating and implementing strategies that address critical environmental and social issues while delivering value to a range of stakeholders. The main objectives of this course are twofold. First, we explore the contextual framework for sustainability leadership in terms of policy, environmental and social trends, stakeholder expectations, and competitiveness. Second, we explore the practical tools, technologies, tactics, and communication necessary to lead a robust strategy for sustainability. Through case studies, analysis, discussion, and presentations by practitioners, we examine the complicated factors that leaders (both individuals and teams) must consider. We examine organizations leading the way in sustainability, look at the lessons learned from successes and failures, and identify some of the most critical factors for successful leadership when developing and executing strategy.

MMGT 6518 Organizational Assessment and Diagnosis
The course covers a range of methodologies for collecting, organizing, and analyzing data. We explore data collection through such strategies as survey instruments, structured interviews, and focus groups. This is coupled with techniques for analyzing complex data. Also emphasized is managing the data feedback process so that clients can understand the assessment, envision the necessary steps to improve performance, and remain committed to the resolution of the identified problems.

MEFI 5060 Economics for Management and Public Policy
This management core course provides an understanding of basic economic principles and applied microeconomics, beginning with the core concepts of demand and supply, markets, and competition. It explains how markets function and where they fail, applying economic principles to policy problems such as the concentration of economic power and resources, social inequality, and protecting the environment. Students apply economic thinking to problems, weighting costs and benefit, accounting for incentive, and making decisions based on marginal rather than average or sunk cost.

MMGT 5027 Making a Difference: Global, Organizational, and Individual Perspectives on Social Change
This course is designed to acquaint students with the contexts and complexities faced by professionals who engage in change activities. Through real-world issue analysis, interdisciplinary theoretical learning, and individual and group problem application, students hone their competencies in creating value that serves public, private, and nonprofit interests. The course explores progressive change at the societal, organizational, and individual levels of analysis.

MTCH 5070 Quantitative Methods
This course covers basic statistical methods and how to apply them to policy analysis and management decision-making. Students develop an appreciation for statistics, become statistically literate, learn to use statistical techniques properly, gain confidence using SPSS software, and acquire the skills necessary to look at statistical analyses critically.

MSUS 6500 Advanced Seminar in Environmental Policy and Sustainability Management
Intended to be taken toward the end of the program at Milano, this advanced seminar helps participants use theoretical concepts and research findings as instruments of practical problem-solving and apply what they have learned in their training program at Milano to real-life situations in management. To that end, students produce a Professional Decision Report (PDR) or a Paper of Publishable Quality (PPQ) as a master’s-level research project.

Management Concentration courses

MMGT 5026 Management and Organizational Behavior
The course examines organizations from the perspectives of the individual, the group, and the organizational system, with a focus on human behavior, as well as organizational structures and processes. Students learn the critical thinking and practical applications required to solve organizational problems. To deepen understanding of the sources of and possible solutions to problems, the course reviews theories that attempt to explain behavior in organizations, which managers use to analyze situations and devise effective practices.

MHTC 6124 Foundations of Organizational Change
This course explores the contribution of the discipline of organizational development to current practice, defining models, approaches, and understandings of the way organizations can be helped to achieve successful change.

Policy Concentration Courses

MPLC 5040 Policy Analysis
This course develops the policy analytic framework for decision making, including cost-benefit analysis, cost-effectiveness analysis, and financial analysis.
MPLC 5042 Urban Environmental Policy

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

Elective Courses

MSUS 6000 Chemicals, Health, and the Modern Environmental Movement

This course introduces the history and principles “chemical environmentalism.” It begins with Rachel Carson’s celebrated book, Silent Spring, on the hidden dangers of pesticides, explores the community toxics movements and environmental justice activism in the 1980s, and continues to the present, examining “environmental hormone disruptors” and the work of Theo Colborn. Topics include: Risk-benefit analysis in regulation of chemicals; current laws and regulations for managing chemical risks; research and evidence of risks, including occurrence risks of cancer, sexual and behavioral abnormalities, and cognitive abnormalities in humans and wildlife; and risk communication in the media.

MMGT 6067 Corporate Philanthropy and Social Responsibility

Corporate social responsibility (CSR) is a critical topic in the debate about the future, as citizens, governments, advocacy organizations, and corporations themselves grapple with the role of companies in relation to a wide range of concerns. Among current trends being addressed are environmental sustainability and global climate change; globalization and outsourcing; labor practices and policies; consumer preferences; social entrepreneurship; work-life balance; the international geopolitical influence of corporations; and the opportunity for businesses to “change the world” into a better place through their power to deploy resources. This course offers students an opportunity to understand the spectrum of varied corporate stances on the issue of social responsibility, the evolution of the concept of CSR, international variation in CSR philosophy, and current research on the influence and possible future directions. Students explore and understand theories of corporate social responsibility, analyze motivations for and effectiveness of strategies using those theory frameworks, and review perspectives on the relationship of CSR to current social and economic issues.

MPLC 6089 Environmental and Health Issues in the Community

This course teaches the fundamentals of epidemiology and environmentally induced illness in the community. We study a range of contemporary environmental health issues, including asthma, lead poisoning, Gulf War Syndrome, smoking, bioterrorism, Legionnaire’s Disease, violence, Love Canal, and cancer. From an epidemiological perspective, we explore the social, political, and economic factors of environmental illness, emphasizing such concepts as population analysis, community diagnosis, causation and transmission of disease, and risk assessment. These standard epidemiological concepts are more contested and less precise when applied to suspected or known environmental sources of illness, and often, medical interventions to combat or prevent environmental health hazards occur only after the affected group and its advocates take political action. Students gain the skills and knowledge to make them better practitioners and advocates of an environmental health-care policy that acknowledges the importance of this issue in the emerging global economy.

MPLC 5014 Environmental Justice in the American City

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

MMGT 6068 Measuring What Matters: The Art of Managing Corporate Responsibility

Organizations rarely act on new initiatives without first knowing the so-called “business case,” and this approach is no less true for corporate responsibility. Before going too far in giving back to employees, the community, or the environment, senior officials invariably want convincing evidence of the strategic case for proceeding. In this course, students learn how to effectively manage and measure the results of corporate responsibility and sustainable development. They then learn to apply management models that track and quantify the financial and reputation effects of cultural, operational, social, and environmental practices across functions. Using a variety of financial and managerial frameworks, students learn what to measure and what to avoid—where organizational and market conditions can distort the credibility and reliability of findings—and best approaches to communicating the results to management as well as external stakeholders.

MPLC 6022 Sustainable Development

Coined only 20 years ago, the concept of Sustainable Development is the watchword of today’s global economy. It is also the elusive and ill-defined goal of advocacy groups and government policies concerned with environmental issues. But what is Sustainable Development? Can it really be achieved, and if not, what are the barriers stymieing progress towards
this noble but elusive goal? This course explores concepts of Sustainable Development as it concerns most of the issues encompassed by it: global warming, biodiversity, waste management, industrial ecology, water management, air pollution, transportation, aesthetics, profitability and environmental laws. Are the claims currently in vogue in the marketplace about sustainable business practices authentic, or are they just so much “greenwashing”? This reading intensive course addresses the essential concept that must be considered by anyone interested in ecology, business, advocacy or government policy.

**MMGT 6071 Sustainable Urban Communities—Solar Decathlon**

This course is one of a series of special offerings dedicated to the selection of The New School as a finalist in the Solar Decathlon. Established in 2002, the Solar Decathlon is a biennial event overseen by the U.S. Department of Energy, in which university teams compete to design and build the most attractive and energy-efficient solar-powered house. During the summer of 2009, The New School, including Milano and Parsons, joined with Stevens Institute of Technology to assemble a team to enter the 2011 Decathlon. The team is composed of undergraduate and graduate students, with expertise ranging from engineering to architecture to urban policy and management. Selection as a finalist was announced in March 2010. In addition to The New School-Stevens team, the 20 finalists include universities from across the US, New Zealand, Belgium, and China.

One feature that sets The New School team apart is a focus on affordable and sustainable housing in an urban community. Our house will consist of two symbiotic modules, one of which will be assembled by Habitat for Humanity volunteers DC’s Ward 7 community of Deanwood. DC Habitat is a partner with The New School, and intends to apply lessons learned from this project to its housing model. The second house will be displayed on the National Mall. When the competition is over, the two will be joined on the Deanwood site and the resulting duplex will accommodate two families. The house will incorporate “Passive house principles”—an international building standard that requires 90% less energy for heating and cooling compared to ordinary houses. In addition, the design team is considering the full range of activities in which inhabitants engage, from the clothes they wear to the way they interact with the technology of their new home.

This course constitutes the primary link to the Deanwood community and relevant DC government agencies. Building on work performed by the previous Solar Decathlon Urban Communities course, students will continue the process of realizing the project goal of developing an approach to affordable and sustainable urban housing. To do so, students will study conceptual frameworks and best practices relevant to sustainable urban communities, and will draw upon this conceptual framework to analyze community assets, needs, and opportunities and to engage with stakeholders to advance Solar Decathlon project goals.

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**Faculty**

**Full-Time Faculty**

**John Clinton**

(BA, University of Michigan; MA, Northwestern University; PhD, Fordham University), associate professor, director of Environmental Policy and Sustainability Management.

Clinton has served as corporation senior consultant on social responsibility at MetLife; senior vice president of Lighthouse International; and as an administrator at New York University, Fordham University, and Hartwick College. He has been a consultant and adviser to foundations, nonprofit organizations, corporations, and higher education institutions, including the Ford and Robert Wood Johnson Foundations; the World Health Organization Global Program on AIDS; and the College Board and has taught at New York University, Long Island University, and Iona College.

Clinton led the development of the new MS in Environmental Policy and Sustainability Management offered at Milano, and serves as its director. During service on The New School university faculty senate, he chaired its Academic Policy Committee, and was chair of the senate’s task force on sustainable and socially responsible design and construction. He also chaired the Milano faculty work group on sustainability, serves on the grantmaking board of the university Green Fund and on The New School Sustainability Advisory committee, and has served as faculty adviser to the student organizations Net Impact, Students for Animal Rights, and (currently) the Sustainability Club. He is the lead faculty for Milano in the Solar Decathlon—an international competition sponsored by the US Department of Energy to design and build a model house that is environmentally, socially, and financially sustainable, in which The New School is a finalist. He was vice chairman of the Contributions Advisory Group, a network of major corporate philanthropic programs and a member of the steering committee of the National Interprofessional Education and Training Network.

**Shagun Mehrotra**

(PhD, Columbia University) assistant professor. Mehrotra’s research, teaching, and policy advice focus on environmental management, infrastructure economics and finance, and poverty reduction in cities, particularly in large developing-country slums. Mehrotra was formerly Managing Director of Climate and Cities, an international policy advisory facility, CCSRI, jointly housed at The Earth Institute, Columbia University, and NASA Goddard Institute for Space Studies. Previously, he was on the staff of the World Bank, leading infrastructure reform of public utilities in Africa with a focus on expanding services to the urban poor. Mehrotra earned a PhD in infrastructure economics and urban planning after completing masters degrees in urban planning and International Affairs from Columbia University, and in urban environmental management from the Asian Institute of Technology in Thailand. National and local governments in East Africa, South-East Asia, China, and India, and the Bill and Melinda Gates Foundation have sought his advice. He has co-authored two books, *Climate Change and Cities* (Cambridge University Press, 2011) and *Bankruptcy to...*
Billions: How the Indian Railways Transformed Itself (Oxford University Press, 2009), and many articles.

Associated Faculty

Charles H. Allison, Jr.
(MBA, Harvard University), associate professor of professional practice. Allison has more than 20 years of experience in investment banking, direct private market and foundation investing, economic development finance, and renewable energy. He is CEO of Interstate Biofuels LLC, an alternative energy project development company that is building biofuel production facilities in the northeastern United States. Before his employment at Interstate, he worked at Vision Consulting Associates, a corporate finance and economic development advisory firm that specializes in assisting small and medium-sized companies grow their businesses; consulting to the social venture capital industry; and developing alternative energy projects in the United States and internationally, and, before that, he lived in South Africa for five years working for a pan-African investment management company and a middle-market private equity fund. Allison’s other professional experience includes positions at JP Morgan, Merrill Lynch & Co., James D. Wolfensohn, Inc., and Barclays Bank. He has served on several company and fund advisory boards and investment committees. At Milano, he is on the faculty working group on sustainability, corporate social responsibility, and social impact management, and on the ad hoc advisory committee to the board of trustees on board representation and socially responsible investing. He is a member of the American Council on Renewable Energy.

Rachel Meltzer
(PhD, New York University), assistant professor. Meltzer earned her doctorate in public policy/public administration and MPA from the Robert F. Wagner Graduate School of Public Service at New York University. She earned her BA in psychology and mathematics at Dartmouth College. Her research centers on issues related to housing and economic development policies, and how public and private investments in these areas affect individuals, neighborhoods and cities. Her current research looks at changes in retail and commercial services in neighborhoods undergoing economic and racial transitions. Other projects focus on the private provision of public goods, and specifically, on questions related to Business Improvement Districts (BIDs) and Homeowners Associations (HOAs). Meltzer has also conducted research on inclusionary zoning, an alternative to traditional methods of providing affordable housing, including its impact on local housing markets and the political economy behind the adoption of such policies. Her work has been supported by grants from the Social Science Research Council, the Lincoln Institute of Land Policy, and the US Department of Housing and Urban Development. Meltzer is also a research affiliate at the Furman Center for Real Estate and Urban Policy at New York University. She teaches classes on quantitative methods, policy analysis, urban economic development and public finance. Prior to her academic career, she worked as a mortgage officer and project manager for the New York City Department of Housing Preservation and Development, where she managed the financing and rehabilitation of affordable housing.

Mary R. Watson
(PhD, Vanderbilt University), associate professor of management and associate dean of academic affairs. Watson’s academic work addresses contemporary human capital issues in organizations, with particular emphasis on the social impact of shifting labor market inequalities. She has conducted research on global management, executive career paths, recruitment and retention in nonprofit organizations, downsizing and stock prices, and the evolution of inter-organizational fields. She is published in the Academy of Management Journal, Jossey-Bass Handbook of Nonprofit Leadership and Management, Popular Music, Communication Yearbook, and the IRRA Research Annals, among other outlets. Watson is a frequent presenter at conferences worldwide on the topics of global leadership, social impact, and management practice. She has been scholar in residence, visiting faculty member, or executive coach in India (Indian School of Business), South Korea (Korean Trade Association/HSE), Austria (Vienna University), Australia (University of Adelaide), Switzerland (IMD), and the United States (UNC-Chapel Hill). She has consulted for more than two decades in corporate, higher education, and nonprofit organizations. Her numerous board and advisory committee roles demonstrate a record of election to leadership positions. Watson currently teaches Foundations of Organization Change, Management and Organization Behavior, and the Advanced Seminar. Watson received The New School’s Distinguished University Teaching Award in 2009.

Part-Time Faculty

Sheldon Krimsky
physics from Brooklyn College CUNY and Purdue University respectively, and then earned an MA and PhD in philosophy at Boston University.

**Toula Ousouljoglou**

Ousouljoglou has more than 14 years experience as a consultant in healthcare and financial services. Her areas of consultation include business process improvement, implementation planning, developing strategies to secure sponsorship for change, and strategic planning and deployment. Ousouljoglou received her MA from Columbia University Teachers College. 

**Edward A. Powers**

Powers has been a member of the Milano community for 30 years teaching courses in management, leadership, and organizational change and development. He helped shape the new Leadership and Change curriculum. His current courses include Foundations of Organizational Change and Managing Client-Consultant Relationships. Powers is a specialist in developing competency models. He served two terms on The New School Faculty Senate. He received The New School’s Teaching Excellence Award in 1988 and, later, the Milano alumni Teaching Excellence Award. He brings to Milano long experience as an executive in nonprofit organizations and management consultant. His consulting practice focuses on executive skill building, people systems, and organizational effectiveness. Over the past 20 years, this has involved him with organizations in the private, public, and nonprofit sectors. His writing and research are in the field of organizational and executive development and religious practices. Powers is a graduate of the College of Wooster. He received a master's degree from Yale University in organizational administration and in ethics and his doctorate from Columbia University in educational philosophy and curriculum design.

**Konstantine Rountos**

Rountos is a marine ecologist and conservationist. His research examines the global economic and ecological importance of forage fish species (e.g. anchovies, sardines, herrings and others) to marine ecosystems. He has worked on a number of domestic and international research projects examining the effects of anthropogenic pollution on our coastal marine resources. Rountos was awarded a Fulbright Fellowship to conduct independent research on the effects of fish farming in the Eastern Mediterranean Sea in 2007. During the fellowship, Rountos developed new public environmental education initiatives in local communities throughout Greece. Rountos holds a Master’s degree in Marine and Atmospheric Sciences from Stony Brook University where he is a PhD candidate.

**Hilary Semel**

Hilary Semel, JD, has been chair of the board of Sustainable South Bronx since 2007. For the past five years, she has been an associate in environmental and construction law at Tannenbaum, Helpern, Syracuse & Hirshtritt, LLP, during which time she oversaw a four-year Brownfield remediation project (Mount Vernon) that was recognized as a model by the state of New York, and played a key role on a team that negotiated an agreement with a major utility and a multi-state public agency to launch a renewable energy project. She has also served as pro bono advisor to the U.S. Green Building Council, New York Chapter. She earned a BA at Barnard College and her MA in marine affairs and policy at the University of Miami, where she was a Rosenstiel Fellow.

**John Stinar**

John Stinar is a mechanical engineer and consultant on risk analysis and management at Liberty Mutual Insurance, for whom he has worked on such projects as the new Second Avenue subway line with the MTA as client. Stinar was involved with The New School’s 2010–2011 Solar Decathlon team project from its inception and oversaw Milano student involvement until the competition’s end in 2011. He received his master’s degree in organizational change management from the Milano School.
It is clearer than ever that the problems of one country can no longer be solved by actions in only that country. The challenges in the United States of reducing unemployment, increasing industrial production and manufacturing, or of reducing environmental risks cannot be solved without addressing immigration, reforming trade, and supporting global cooperation on emissions of greenhouse gases. The same dilemmas face Brazil and France. The economic crisis has once again demonstrated that global interdependence brings both opportunities and risks, yet must be understood as the foundation for policy and sustainability.

Come join us in our search for solutions.

Michael Cohen, Director
cohenm2@newschool.edu

Master of Arts, Master of Science

Overview

The International Affairs program of study integrates a set of core courses and a broad range of electives with real-world experience. Sixty courses, along with many internship opportunities, are offered every semester. In the summer, students can participate in the International Field Program, in which they work in developing countries. The program's small seminar-style classes combine research and critical thinking with practical training.

The New School offers two degrees in International Affairs, Master of Arts and Master of Sciences. The 42-credit MA degree is for recent college graduates and career changers—persons who have not previously established international careers. The 30-credit MS degree is for students with at least five years of post-university professional experience in international affairs or a related field.

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

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

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

1) Global Context Analysis: Ability to locate world, national, and local forces affecting specific problems. This requires political, economic, and sociocultural understanding within a historical framework and knowledge of regional and local specificities.

2) Comparative Development Assessment: Ability to assess national and local problems in light of the comparative experience of socioeconomic development, including why
Required Courses:

program concentration foundation (18 credits) and elective courses (18 credits) including the concentration foundation. As a capstone, students choose either the Thesis Option or the Practice Option.

Required Courses:

NINT 5001 Global Flows
NINT 5109 Economics in International Affairs*
NINT 5005 Research Methods
NINT 5000 Comparative Development Experience
NINT 5950 Thesis Workshop and Thesis Supervision (thesis option) OR
NINT 5961 Project Design and Program Management and Practicum in International Affairs (practice option)

Master of Science

The 30-credit MS program consists of four required courses (12 credits) and six elective courses (18 credits), including the concentration foundation. There is no capstone for the MS program.

Required Courses:

NINT 5001 Global Flows
NINT 5109 Economics in International Affairs*
NINT 5005 Research Methods**
NINT 5000 Comparative Development Experience

Core Courses

All students must complete two core courses:

NINT 5001 Global Flows
NINT 5000 Comparative Development Experience.

Global Flows is a critical introduction to globalization, tracing the emergence of logics of encounter and international interaction from the colonial era through the present. Comparative Development examines the core concepts of development and introduces students to the comparative framework of analysis. Proficiency in economics is a requirement of the program and a pre-requisite for Comparative Development.

*MA and MS students with a background in economics who pass a proficiency exam can waive the Economics in International Affairs course requirement and take an additional elective instead.

**All students must complete at least one course in research methods. The program offers a basic engagement with quantitative and qualitative social science methodology in Research Methods (NINT 5005), but students can also fulfill the requirement by taking an approved statistics or qualitative methods course offered by another graduate program at The New School. Students who can demonstrate equivalent experience may be able to waive the methods course and take an additional elective instead.

Concentrations

All students in the graduate International Affairs program concentrate in one of five defined areas of study:

Cities and Urbanization
Conflict and Security
Development
Governance and Rights
Media and Culture

A concentration is realized by taking the specified concentration foundation course and at least three electives approved for the concentration. An updated list of approved courses is issued each semester by the International Affairs office. For more information about concentrations, visit:

http://www.newschool.edu/internationalaffairs/areas-study/

Electives

Supplementing core and concentration requirements is an ever-changing selection of elective seminars. Elective courses focus on specific areas of academic and professional interest. They may be taken to fulfill a concentration requirement, a specific skill need, or simply for intellectual curiosity. The exact number of electives a student takes depends on the particular program of study. We offer a range of courses from surveys to advanced research seminars.

International Field Program

The International Field Program gives students hands-on field experience, providing a critical context for global issues and basic tools to conduct research, analyze policies, and manage projects. Starting in the summer of 2002 with 19 students, it has sent over 500 students abroad through 2011. The 2011 International Field Program offered seven summer programs ranging from rural community development fieldwork to internships with international organizations.
Destinations and Organizations
Past and current IFP locations include: Argentina, Brazil, Cameroon, Colombia, Dominican Republic, Ethiopia, Geneva, Ghana, Guatemala, Hong Kong, India, Indonesia, Jordan, Kenya, Kosovo, Kunming (China), Liberia, Nepal, Northern Caucasus, Senegal, Sierra Leone, South Africa, Spain, and Uganda. Students have worked across the globe for a range of UN agencies, NGOs and other organizations, including: UNICEF, UNDP, World Bank, International Rescue Committee, CARE International, Amnesty International, Asian Human Rights Commission, Save the Children, Oxfam, Clinton Foundation HIV/AIDS Initiative, and various government ministries.

IFP Academics and Cost
Students earn a total of 9 credits for IFP participation: In spring semester, 3 credits for a preparation course (along with a noncredit preparatory workshop and, if necessary, a noncredit language course). In summer, students complete the 6-credit, full-time supervised internship/field project, attend and participate in weekly academic seminars, and produce a research paper. After returning to New York, they participate in follow-up activities such as the September IFP Conference. In addition to tuition, students are responsible for their own travel costs. Scholarships are available to cover a portion of tuition, and the IFP Program provides in-country housing.

Internships and Independent Study
The International Affairs program strongly encourages all students to do an internship in New York City or, if possible, abroad. The program awards up to three credits for completion of an approved internship.

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

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

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

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

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

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

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

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

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

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

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

Curriculum

Required courses

NINT 5001 Global Flows

This course engages the core assumptions, systems, and logics that give rise to the global and provides a historically and theoretically informed basis for the further study and practice of international affairs. The terms "global" and "globalization" are relative linguistic newcomers for signifying interrelated processes that span cultures and scales. Though all movement of peoples from the earliest times can be construed as having a global effect in the most literal sense, and empires have spanned distances and brought peoples into contact, the most common referent of the term globalization concerns late 20th and early 21st century socio-economic processes. Our task in this class is to explore the key trajectories of state and market formation from which our present era has emerged, replete with paradoxes and promises. We trace how the global today unfolds from the legacies of colonialism, the nation-state system, and capitalism and manifests itself in our changing relation to space and time. These legacies are our ineluctable inheritance, our daily reality, and the material we must work with and confront, especially for students and practitioners of international affairs.

NINT 5000 Comparative Development Experience

This course continues the exploration of global flows and turns to the contemporary challenges of development, inequality and globalization. It too engages the core processes, concepts, assumptions and explores alternative perspectives and paradigms that define progress, and alternative theories that explain why some countries and people are faring better than others. At the heart of current debates are such questions as: How should progress be defined and measured? What has been the impact of trade liberalization on inequality? Is development about economic growth, modernization or expansion of human freedoms and human rights? Drawing on multidisciplinary traditions, the course covers: 1) development in historical perspective from the 18th through the 21st century; 2) alternative paradigms and theories of development; 3) select policy topics; 3) empirical examination of country trajectories using quantitative indicators. The course aims to introduce conceptual tools to analyze the problems and engage with debates around policies by use of data, case studies, and history. Prerequisite: Economics in International Affairs (NINT 5109) or an equivalent course.

NINT 5004 Program Development and Project Management

PDPM is the first of two courses that make up the Practice Option and is a prerequisite to the course Practicum in International Affairs. PDPM provides students with the opportunity to gain a systematic and comprehensive understanding of the key concepts and skills essential to effective program development and project management in international affairs. It focuses on skills that practitioners need to be effective in a range of professional contexts and will provide a forum for exploring the trends, tensions, ethical dilemmas, and opportunities facing practitioners in the field of international affairs.

By examining key aspects of a project-cycle and case studies from a wide range of fields, students will learn the techniques and tools used in formulating and managing projects and programs for desired impact. At the end of the course, students will have developed skills in the following areas of program development and project management—strategic design, needs assessment, implementation, proposal and report writing, budgeting, monitoring and evaluation, advocacy and dissemination. At the same time, the course will also give students the opportunity to develop insights into what it takes to be a "reflective practitioner" in an increasingly diverse global context.

NINT 5005 Research Methods

The aim of the course is two-fold: first, to familiarize students with the basic methodologies, theories, and practices of the social sciences, and second, to help students develop the ability to frame research questions. The course examines various instruments (models, narratives, etc.) used in the social sciences, provides basic instruction on selected research methods, and discusses the design and implementation of research. The course particularly focuses on underlying principles of analysis and critical thinking. It also explores popular debates surrounding concept formation. In this latter area, the course introduces students to continuities and discontinuities between the natural and social sciences, providing guidance through deductive nomological and/or contextual or indigenous models of explanation, and fact-value distinctions and neutrality issues in the social sciences. Finally, this course compares rival methods and concepts in the social sciences, including quantitative, qualitative,
comparative, case study methods, and the increasingly abundant use of narratives in research.

**NINT 5006 Research Methods—Quantitative**

*This intensive Research Methods course is for Development Concentration students.* Training in research methods is critically important for a career in the field of economic development. The two aims of the Research Methods requirement for the development concentration are to give students the skills to engage critically with research in the development field, and to conduct independent research of their own. This requires the learning of four core competencies: 1) students examine how empirical research can support, fail to support, or refute particular theoretical claims; and then learn how to determine the best strategies for defining, framing, and pursuing different kinds of research questions. 2) students become familiar with a variety of research skills and techniques that can be utilized as appropriate for different research questions. 3) students are encouraged to develop a strong skill set in some form of quantitative research (GIS or statistics), which they can use to conduct impact assessments, program evaluations and policy analysis over the course of their careers. The aim here is to give students a concrete skill set that they will be able to utilize as development practitioners. 4) students become critical consumers of other people's research by developing the ability to assess whether a research question is evaluated appropriately and rigorously, and whether the data supports the conclusion derived. All Research Methods courses pay close attention to the advantages and disadvantages of different research strategies and the kinds of questions that can and cannot be answered through different methodological approaches.

**NINT 5109 Economics in International Affairs**

This course introduces basic concepts necessary to analyze the workings of the global economy and address the pressing development issues of today. It covers 1) the economy—its scope, its measurement, its institutional structures, its governance, and its evolution in a national and international context; 2) markets and market failures, i.e., the functioning of markets and where markets fail or do not exist; 3) competing theories and paradigms respecting the determinants of economic activity, international trade and growth, and how these have informed modern policy debates at home and abroad. Throughout the course, we address specific challenges that national governments and international organizations face and evaluate the arguments and methods proposed for resolving them. This course includes a required economics lab, for which students register separately.

Economics in International Affairs is required for all students. Those who have studied economics previously may waive the course if they pass an examination offered by the Milano School twice a year.

**NINT 5110 Economics in International Affairs (Intensive)**

*This intensive version of the core course is offered for students who elect the Development Concentration.* The course meets twice a week and covers the basic material of macro and microeconomics in one semester. Critical and engaged inquiry is at the heart of The New School's approach to education.

This course addresses neoclassical economics concepts that students need to master, but these ideas are examined with a critical lens to help students understand the underlying assumptions of economic models and theories. Students should be able to utilize and apply the basic building blocks of economic analysis, but should also understand the limitations of theories, the extent to which stylized models do and do not reflect reality, and the evolving and socio-historically contingent nature of the “science” of economics. The intensive course covers consumer theory, producer theory, market structure, general equilibrium theory, market failures, game theory and strategic behavior, measuring income and output, income-expenditure framework, the IS/LM framework, the open economy, monetary policy and the money supply, fiscal policy, public debt, deficits, business cycles, the stock market, and the international economic system.

**NINT 5950 Thesis Workshop**

Students who choose to write a masters thesis as a capstone project must register for Thesis Workshop. The thesis is more than a term paper. It is a major independent project that requires superior analytical, research, and writing skills. The successful completion of a thesis signals that a student has mastered the art of scholarly research, can synthesize complex information, can write clearly and creatively, and can convince others through argument and not polemic. This course helps students write their thesis proposals and design your thesis. The seminar is interactive, students work primarily with materials provided by fellow students. Using secondary texts and students’ own work, the seminar covers: formulating a research problem; defining concepts, situating a proposed topic in the literature; finding, using and presenting data; and the writing process. Those who follow the course carefully should be in very good shape to complete a high-quality master’s thesis. This course is the prerequisite for Thesis Supervision.

**NINT 5961 Practicum in International Affairs**

The practicum (PIA) is the capstone course for students who have chosen the practice option. It is an opportunity for students to apply what they have learned in their courses, internships, summer programs, and past experience to real international affairs consulting assignments. The New School works with a wide range of organizations, as clients, in developing practicum assignments. Organized into teams of 4–6, students work as professionals on discrete assignments of several months’ duration for client organizations from the not-for-profit, public and private sector, and multilateral agencies (e.g. UN). PIA is a faculty-supervised but client-driven learning process. To the extent possible, PIA jobs simulate the professional context, including the importance of deadlines and professional standards for products, and the imperative of making decisions and recommendations based on imperfect information. Students learn the importance of working closely with teammates and being responsive to clients in achieving a desired objective.

**Elective Courses**

**NINT 5142 Critical Security Studies**

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

**NINT 5158 Global Governance**

This seminar explores the structures, actors and processes of global governance through a focus on international organizations. The first part of the course introduces key debates in global governance and examines the origin and development of international organizations. The second part of the course investigates different theoretical and analytical approaches to studying global governance and international organizations—including rationalist, sociological, domestic and critical approaches—and the ways they give rise to different puzzles and research strategies. The third part of the course applies these theoretical perspectives to the study of the role of international organizations in areas related to global security and global political economy. We examine relevant international organizations (including the United Nations, the International Criminal Court, the World Trade Organization, and the IMF/World Bank), their strength vis-à-vis different actors (including states and non-governmental organizations), and different processes and outcomes in different issue areas. The final part of the course examines emerging issues of global governance, including the rise of private authority, the role of global civil society, the European Union as a "model" for global governance, and the role of the United States and international organizations. By the end of the course participants should gain a deeper analytical understanding of recent theoretical and empirical developments in the field of global governance and international organizations. This course is the foundation class for the Governance and Rights concentration.

**NINT 5169 Issues in Latin American Development**

We will immerse ourselves in "development" issues being debated in contemporary Latin America itself. How are we to understand the last three decades spanning right-wing coups and dictatorships, U.S. interventions, democratic resurgence, neo-liberalism, globalism, the new populism, the new resource nationalism, and etc.? As capitalist relations have alternately stagnated and expanded through booms and crises, in sync with specific political trends, what of this development trajectory is attributable to Latin-America's objective, material-economic "nature" and what to its historical ideological-political "nurture"? What has indigenous origins/responsibility and what has foreign origins/responsibility? How will glaring class, national/racial and gender inequalities be reduced, and the scientific-technical and productive capacity of societies raised to developed-world levels? Is this possible under purely capitalist free markets or capitalism tempered by social-democratic controls, or is "21st century socialism" or some other alternative necessary?

**NINT 5187 Inclusive and Developmental Finance**

Governments and civil society organizations have often stepped in where private finance has feared to go. Governments have set up institutions (e.g., development banks, postal savings banks), as have community institutions (e.g., savings and credit cooperatives, microfinance institutions) to provide financing for priority sectors (e.g., agriculture) or populations (e.g., poor people, women). Governments have also made policies to encourage or force private financial institutions to provide the specific services to priority sectors or populations. Nevertheless, unserved and underserved populations continue to rely heavily on informal mechanisms for at least some financial services (moneylenders, rotating savings and credit associations). This course will examine public and civil society efforts to sustainably and effectively expand access to financial services for social and developmental priority purposes. It will look at issues of demand and supply, and at actual and desirable policies. It will ask students to debate controversial issues, of which there are many in this field and few with easy answers. The focus will be on institutions and policies in developing countries, although the rich experience of developed countries will also be germane.

**NINT 5191 Urban Century**

This course introduces the multiple dimensions and theoretical perspectives involved in understanding cities and the process of urbanization. It will demonstrate how the intersection and integration of multiple perspectives is needed to understand how urban processes operate. The course will introduce urban demography, economy and institutions, infrastructure, architecture and visual representation, physical space, social relations, and culture. Students will undertake individual and group assignments in a dynamic seminar format in which these perspectives will be illustrated through a sample of cities from different regions of the world. This course is the foundation class for the Cities and Urbanization concentration.

**NINT 5209 Conflict and Development**

This course examines the research literature on the inter-relationships between organized, and mostly transnational, violent conflict—inter-state war, civil war, terrorism, organized crime—and socioeconomic development, primarily in developing countries. Issues include the role of economic agendas in civil wars; the social, political, economic and other sources of conflict; whether cross country economic linkages reduce the incentives for and prevalence of armed conflict; whether having representative political institutions reduces a country's propensity for conflict; economic causes and effects of international terrorism; and links between transnational crime and other forms of conflict. Aspects of conflict resolution and post-conflict transformations are discussed. Literature from the World Bank, the International Peace Academy, and academic and think tank researchers is assigned. Country and regional case studies are examined.
NINT 5220 News Media and Culture: Purveyors of International Affairs
This course is designed to help international affairs students intelligently handle the fundamental issues of today's complicated world. Placing a strong emphasis on the culture of the media, the course introduces patterns of global and local cultural changes in the post-Cold War world and the assertion of national, ethnic, and cultural identities. The study of journalistic methods, interests, and ethics from various countries teaches students to approach international affairs issues from a sociological and anthropological perspective. By following current events in a variety of newspapers and on the Internet, students discover how the media defines and controls the content of its reporting, which in turn affects what people learn about their own worlds and other places. This is the foundation course for the Media and Culture concentration.

NINT 5251 Development Economics
This course introduces the core literature of development economics. It centers around theories that explain the sources, process and consequences of economic growth that are particularly relevant to policy choices. The course covers: 1) theories of growth; 2) inequality and poverty including gender dimensions; 3) education, health and demographic transition; 4) macroeconomic policy management; 5) international economics including trade and investment; 6) sustainability; and 7) ethical foundations. For each topic the course explores both mainstream and heterodox theoretical approaches, along with their associated policy implications. The overall aim is to use the theories and empirical evidence for analysis of contemporary policy issues. Students enrolled in Development Economics are required to attend weekly Lab/Discussion sections. This course and Comparative Development Experience (CDE) complement one another; CDE focuses on contemporary issues and is multidisciplinary, while this course focuses on economics. Economics in International Affairs or an equivalent course is a prerequisite. This course is the foundation class for the Development concentration.

NINT 5258 Gender and Development
This course explores the multiple constructions of gender in development and political discourse; the intersection of gender with other social categories and with economic and political trends; and the reflection of gender norms and goals in development policies and interventions. Through the course readings and discussions, we consider how different gender norms inform local, national, regional and global politics of development, and how they shape the strategies and activities of civil society organizations, state institutions and international actors. We interrogate stated and implied models of feminism and masculinity in state and development discourses, and their sociocultural as well as policy implications. We also critically examine current practices for integrating gender concerns in development policies, programs and projects.

NINT 5273 Conflict, Morality and Norms
Changes brought about by globalization have affected both patterns of organized violence and the reaction to them, providing ample opportunities for discussing the moral complexity of conflict. The laws of war that regulate conduct during conflict belong to customary international law, and the wide agreement that they enjoy is based on shared belief in their underlying norms. Yet, this does not automatically translate into compliance by states and individuals, even in the case of the actors who have contributed to the development and codification of such normative rules. The goal of this course is to provide an understanding of the gap between the law, norms, and actual practices of war, going beyond the classic argument of realism (interest and power always trump ethics) and a static understanding of the rules of conduct in wars. The course addresses the dynamic role of norms as interests and norm entrepreneurs, such as non-state actors, through a mix of theoretical discussions and case-studies. Themes include conflicting definitions of “just war” (holy war, resistance, and humanitarian intervention); normative arguments used to justify behavior contrary to international law (aerial bombardments, assassination, torture), such as collateral damage, precision killing, lesser evil, proportionality, and protection of civilians; expanding the range of norms in the laws of war (for example, rape as a war crime); and enlarging the theater of justice for war crimes (politics of reparation and reconciliation).

NINT 5285 Cities and Employment
This course reviews recent thinking about urban development and employment creation and explores the policy options available to cities, local governments, and international development assistance organizations to support urban job creation. The course draws heavily on case studies from the International Labour Office, World Bank, Cities Alliance, and other international development agencies. Its purpose is to prepare students to work at both the policy and operational levels in public service, non-government organizations, or the private sector. The course explore livelihoods in the forms of formal and informal employment, and self-employment. It links the conventional wisdom on urban development, which is based largely on analyzing urbanization in terms of either physical and spatial development or of demographic trends, with recent literature and practical examples of how job creation strategies support sustainable urban growth. Drawing on case studies of city development strategies, slum upgrading strategies and programs, local economic development programs, municipal investment programs, and financing options, the course helps students critically assess the work of international development organizations in job creation, urban development, and municipal capacity building. Specific case studies investigate grassroots initiatives in the areas of community contracting, community-based waste recycling and collection, labor-intensive infrastructure development, municipal training and capacity building initiatives and projects to support workers and employers in the informal economy.

NINT 5300 The Law and Praxis of Human Rights
This course is a rigorous introduction to the contemporary law of international human rights, and the international human rights system. While emphasis is on the sources, methods, and modes of reasoning of contemporary international human rights law through a study of two major treaties, a substantial portion of the discussions reflect on the question of how best to understand the politics of human rights (law) today.
Readings are drawn from philosophy, anthropology, history and political science as well as the law.

**NINT 5307 Africa and Globalization**

This course uses the approach of political economy to examine Africa's development performance over the last 60 years. We explicitly consider how the interplay of political and economic factors has been crucial in determining Africa's place in a globalizing world. Our analysis adopts a historical perspective and includes the politics of both domestic and international economic relations. The course explores four areas, namely, the structure and evolution of the African economy, the role of aid and aid agencies, the significance of the international asymmetry of power (using Uruguay and Doha Trade negotiations as case material) and finally the role of Africa's political leadership.

**NINT 5308 Global Implications of Continuing Economic Crises**

This course examines how recent and ongoing economic crises are altering the shape and pace of globalization. Specific topics covered include: the meteoric rise and mounting vulnerabilities of China’s economy; the explosion of worldwide energy and food prices and the impact on hunger and food production; the uneven development inside Europe that threatens EEC unity and the Euro; the extreme unevenness of the U.S. economic “recovery” and its seeming inability to alter or slow the decline of its “middle classes”; the unique economic development potential and pitfalls of key Latin American, Asian, and African economies; and the roles of national deficits and debts and currency manipulations by central banks in exacerbating these continuing crises.

**NINT 5314 Post-Conflict Policy: Case Studies**

Given the propensity of settled violent conflicts to return to war, the installing different programs and policies in a post-conflict setting is of paramount importance. In recent years, international attention is turning to the notion of “conflict sensitivity”—a set of practices that aim to ensure that postwar policies and activities take the causes of a conflict into consideration so that they do not reignite or exacerbate the social tensions that have fueled violent conflict. While the notion of conflict sensitivity is being increasingly applied at the programmatic level, efforts are needed to understand how could be applied more effectively at the policy level. This seminar utilizes case study methods in the examination of conflict-sensitive post-conflict policies. Through their individual case study research, students develop an understanding of the critical policy choices that international actors and governments in challenging transitional contexts face. Students also learn about conflict analysis, conceptual and practical debates surrounding post-conflict economic recovery, peacebuilding and conflict sensitivity, and the fiscal and other practical challenges involved in post-conflict policymaking.

**NINT 5323 International Social Policy**

The aim of the course is to look at the critical role of international social policy and revisit nation-state social policies with the comparative perspective necessary to emphasize equally local relevance and global interdependence. Students question and analyze the need to redefine social policy in the international context. Value bases and political belief structures are fundamental to social policy formulations and practices. This course systematically investigates the political, sociological, and human rights perspectives necessary to frame social policies for the well being of all citizens, particularly the marginalized sectors of a society. The role of civic institutions in engaging the state on behalf of social policy is be examined through case studies of best social policy practices. Questions about ways of reducing gender, class, and ethnicity, and race barriers and bridging the gap in opportunities through social policies are addressed. Evidence-based research encourages discussion of national and international implications of particular policy positions.

**NINT 5325 Health, Inequality, and Development**

This course takes up the challenge of health for all by analyzing the inter-relationship of health, nutrition, and development in the context of socio-economic inequities. A historical review of the human rights approach to health grounds the course and introduces the social determinants of health. From there, students investigate the roles of aid agencies, government, non-governmental projects, and grass roots efforts to tackle the inter-related problems of disease and poverty compounded by rapid urbanization and globalization. Topics used to provide a framework for discussion include access to essential medicines and medical technology, institutionalized discrimination, and nutrition and food security.

**NINT 5326 Introduction to Epidemiology: Case Studies in Public Health**

Epidemiology involves the study of disease patterns and identification of social and biological determinants of health and disease. Epidemiological data are often used to inform the development of public policy designed to promote health and control or reduce disease. This course introduces the methods with emphasis on the practical use of epidemiology. Through case studies, students learn basic concepts in epidemiology, including different study designs, measures of disease frequency and association, and confounding variables and methodological biases. Case studies have included prevention of pandemic flu virus (H1N1); prevalence of childhood asthma in developing countries; women's health; smoking and lung cancer; controversies surrounding screening for breast and prostate cancers; and ethical issues of HIV clinical trials in Africa and Asia. Case studies review methods and techniques used to quantify disease burden and other health indicators in a population, demonstrate how researchers identify etiologic factors and other correlates of disease, and propose how these data might influence public health interventions.

**NINT 5327 The Paradox of Plenty: Natural Resources, Economic Development, and Conflict**

The possession of valuable natural resources like oil, diamonds, and timber has proven to be more of a curse than a blessing for many countries, increasing corruption, reducing government accountability, sparking violent conflict, generating the economic malaise known as “Dutch Disease,” and aggravating displacement and repression of vulnerable local communities. We examine theories and evidence regarding the political-economy pathways through which an
abundance of certain types of natural resources can generate ill effects, with attention to both case studies and cross-national statistical evidence. We also investigate and evaluate prominent international soft-law initiatives to ameliorate these potentially undesirable outcomes.

NINT 5346 Displacement, Asylum, Migration
This course explores attempts to distinguish between forced and voluntary migration in terms of the shaping of international norms, standards, and institutions, and state-level practices and localized strategies and tactics. Adopting an interdisciplinary perspective that draws insight from international law, anthropology, history, and political economy, we engage fundamental questions of belonging, identity, and the politics of being out-of-place. Major themes include: refugees and the limits of asylum; internal displacement and human rights; the protection of “irregular” migrants; the trafficking and smuggling of persons; development-related resettlement and persons displaced by natural disasters. The course is of particular value to students who have research or professional interest in the governance and management of at-risk populations, emergency assistance and humanitarian aid, and international development work and advocacy related to protecting migrants from displacement.

NINT 5347 Truth Commissions and Accountability
Truth commissions, sometimes called "truth and reconciliation commissions," have emerged as a key instrument for dealing with large-scale human rights abuses and crimes against humanity in countries as diverse as Liberia, East Timor, Argentina, and South Africa. This course provides tools for critically evaluating truth commissions or related instruments that may emerge in the future in Sudan, Kenya, Colombia, and other post-conflict societies. We begin with the idea of “the truth” about a mass atrocity. What does it mean to seek “truth”? What is its relationship to “justice,” “memory,” “accountability? We examine the relationship between truth-seeking and accountability mechanisms, such as prosecutions by the International Criminal Court and domestic tribunals, memorialization, and reparations. We explore the intersection of efforts to achieve truth, justice, and accountability, and negotiations to ensure sustainable peace. The curriculum integrates gender considerations. Case-studies of truth-seeking initiatives around the world include South Africa, Peru, Chile, Argentina, Morocco, Canada, the United States, and Nepal. The course format is a combination of lectures, film and video, and participatory exercises, including a creating a simulated truth commission.

NINT 5348 Women's Rights
This course will examine the integration of women’s human rights into the UN international human rights system through study of several relevant UN bodies, treaties and declarations. The course will consider contestations and defenses of applications of human rights to women’s issues. Many human rights advocates (local, national and international) realize that human rights principles gain meaning and traction in dialogue with local principles, politics and ideas of justice. The course will examine dialogues about how women's human rights are negotiated and implemented.

NINT 5353 Crisis Networks
Within minutes of the earthquake striking Haiti, SMS networks emerged to connect victims with immediate medical attention, social networking applications like Twitter and Facebook channeled millions of dollars in relief funds, and bloggers posted news of on-the-ground conditions from their smart phones. In the wake of the collapse of physical infrastructures, networks of individuals activated layers of virtual communication platforms to collaborate, coordinate and converge. Supplanting the formal, physical hubs of government offices, development agencies, religious institutions and schools, ad-hoc, mobile networks became instant critical conduits for survival and resilience. This course conduct a forensic analysis on the role that instant, virtual communication networks played to democratize and globalize post-disaster relief. Students select one virtual communication tool to map and analyze and devise a new design-based solution to enhance this tool to anticipate a post-disaster virtual coordination scenario. Taught as a hybrid seminar and design studio, the course integrates intensive skills-building workshops that enhance students' abilities to conceptualize and utilize social networking platforms (e.g. wikis, blogs, iPhone apps) and specific applications (Facebook, Twitter, Google and MyMaps).

NINT 5354 Slums and Urban Development
This course reviews the literature on the processes of slum formation and the persistence of slums in cities in developing countries. Case studies, guest lectures, and films are used to gain an understanding of the dimensions and circumstances that characterize these locations in cities around the world, and the policies and factors that both contribute to their existence and improve their circumstances. Particular attention is paid to the efforts of community based organizations and their associated networks to deal with the host of problems posed by living in slums. There is also emphasis on the underlying economics of slums and the policies and informal collective actions taken by their inhabitants in order to survive there. The course is run a seminar with students preparing papers and discussing both case studies, and historical and theoretical analyses of slums.

NINT 5355 The Media and the Middle East
This course examines the U.S. media's construction of the narratives that shape public policy debate on issues of war and peace in the Middle East. It includes: a critical examination of basic concepts deployed in these debates ("Arab," "Islamic," and, indeed, “Western") as well as of the sociology of the American media in respect to their Middle East coverage; the construction of the case for war in Iraq, and the reporting of its postwar insurgency and politics; the media's construction of the hostilities between the U.S. and Israel and Iran; the media construction of the narratives of the Israeli-Palestinian conflict and their coverage of the “peace process”; coverage of Egypt's internal political struggles and the question of Arab democracy and “Islamist” movements throughout the region; and the emergence of new media platforms in the region, from al-Jazeera to the blogosphere to social networking, and their roles in reshaping the political landscape. The course deals with issues that are very much alive and, as far as possible, is based on a real-time approach in applying critical tools to
current media coverage and the way it influences and is influenced by official policy. This involves extensive tracking of U.S. and regional media coverage. There are guest speakers with relevant professional experience in the Middle East.

**NINT 5356 Producing Short Form Documentaries**
This course combines hands-on training in video production with an exploration of various kinds of short-form fiction video published on the Internet. Each student is expected to develop, edit, shoot, and edit a 3–7 minute documentary over the duration of the semester. Short-form video made for the Web typically involves budgets much smaller than for television, and Web journalists often work as a crew of one, handling camera, lights, and sound all by themselves. Students learn about focus, exposure, white balance, composition, and quality audio recording. Finally, they learn basic non-linear editing using Final Cut Pro. Companies like Current TV, VICE, and the New York Times all feature online videos. NGOs and small businesses are also increasing their use of short docs on their websites. Students review a variety of online short-form documentaries to explore different visual and storytelling methods. Guest lecturers, independent producers and video journalists, talk about pitching stories as well as production and storytelling techniques.

**NINT 5357 Ethnic Conflict and Genocide**
In the post-Cold War era, ethnic identity has become a major axis of conflict and security in world politics. With the advent of an ever more efficient hyper-capitalism driven by informational economies and at a time when spatial (national) barriers appear ephemeral, we need a theory-laden historiography to adequately address the challenges that “ethnic cleansing” poses in a global society. This seminar examines current scholarship on the politics of identity, immigration, xenophobia, and ethnic conflict in developing and advanced industrial societies. Specifically, we seek to expand our understanding of the concepts and constructions of “race,” “nation,” and “ethnicity” and, in doing so, explore several theoretical and empirical approaches to a study of social stratification and ethnic violence. We engage in cross-national theory building, arguing that ethnopolitical conflicts should be understood in comparative perspective. Thus, as we survey the literature on racism, nationalism, and ethnic conflict, particular attention is paid to the experiences of ethnopolitical minorities and nation-state development in the Americas, Europe, Asia, and Africa. Because the drive for cultural supremacy and social dominance does not respect academic disciplinary boundaries, the seminar tries to forge a much-needed dialogue between the perspectives of philosophy, history, sociology, anthropology, economics, and psychology and the explicitly political discourses of identity.

**NINT 5374 Weapons of Mass Communication**
This course explores the importance of culture to the design and delivery of effective messages in local, national, and international political communications. We look at the roles of free media, paid media, and new media in political action and public election situations, using examples from past and present U.S., European, Latin American, Mideastern, and African political campaigns. We consider the global similarities and local differences between campaigns as they strive to produce and deliver resonant messages about their candidates and issues. The issue of globalization is brought into sharp relief against appeals to nationalism and local identity when it comes to the nature of political campaigns within and across borders. We look at how messages are developed, crafted, and delivered in relation to an electorate's identity and culture, and how (and why) campaigns are often won (or lost) before they even begin. Finally, the course describes components of a successful campaign organization: research, strategy, management, communications, activism, and more. Students learn how to create, produce, and deliver a clear message and how to choose appropriate media to communicate that message. Guest speakers from real campaigns, including candidates, consultants, communication specialists, and social activists present case studies.

**NINT 5375 Food, Global Trade, and Development**
While agricultural development is essential to food security, reducing poverty, and the transformation of developing countries, the role of global trade is the object of intense controversies. Are global markets and speculation to blame for the recent spikes in food prices? Is trade an instrument of neoliberal globalization that erases local food traditions and productions to the advantage of transnational corporations, or can it be used to enhance the welfare of struggling communities all over the world? From a cultural and ethical perspective, is the global intrinsically bad and is the local intrinsically good? This course explores the contemporary debates and policy choices on these issues, from the negotiations within the World Trade Organization to food safety regulations to the impact of GMOs on food security.

**NINT 5377 Theories of State Formation**
Students engage in a careful reading of the canonical texts in the theory of state formation. The classic arguments are then examined in light of the new wave of scholarship since the 1970s. In the process, we seek a sharper understanding of the causal claims and selection mechanisms advanced by all these theories to explain the emergence and success of state institutions. Special attention is paid to the role of law and legal forms in historical cases of state building. In the final sessions, we reflect on the relevance of this literature for contemporary debates about failed states, transitions to democracy, and processes of constitution-making.

**NINT 5379 Non-Western Approaches to the World**
Scholars of international relations increasingly recognize the need to take into account non-Western, non-Westphalian understandings of world politics. Yet, they are usually at a loss as to how to proceed. Few international relations scholars in the West (including many originally from the non-West) are trained in how “Others” may think about, relate to, and act in on world stage. This course aims to bridge this gap in a limited way. We study three world traditions to learn how they see and treat politics: Confucianism, Hinduism, and Islam. This is not a comparative religion/philosophy course. Rather, we are looking specifically for a basis on which we can aspire to an integrated democratic global politics where all voices, not just the Westphalian one, is both heard and heeded.

**NINT 5381 Global Soccer, Global Politics**
This course explores the connections between soccer, and global political, economic and cultural power relations.
particularly “globalized” soccer in the World Cup and the European professional leagues watched every week by hundreds of millions of TV viewers on every continent. We are interested in the game’s relationship to issues ranging from political power and resistance, globalization, identity politics, migration, economic and social inequality, and transnational commerce. Case studies include the World Cup as spectacle, migration and African football, identity politics and imagining the “national”, the business economics of European football, Spain’s La Liga and the English Premiership as global cultural performances, and the growing significance and potential of soccer in the United States. We explore representations of soccer in world film and literature, and discussions are complemented by visiting speakers, film screenings, and, possibly, field trips.

NINT 5383 Amid Revolutions and Wars: Geopolitics of the Middle East and North Africa, 1951–2011

Since WWII, the people of the Middle East and North Africa (MENA) have struggled through revolutions and wars, and have accomplished internal class, economic, political and cultural transformations. This has reshaped the geopolitical logic and security interests of MENA states and their relationships with the US, Russia, Europe, China and other foreign powers. We study selected states across four broad periods, examining geostrategy driven by both MENA-regional factors and/or the interests of external powers. Guest lectures by MENA experts are planned, which will be open also to the public. Topics include oil nationalization, the Cold War, civil war, globalism, and revolution.

NINT 5384 Transportation and the Urban Future

The focus of this course is on the environmental impacts of alternative transportation and urban land use policies, taught from a policymaker’s perspective. It begins with a historical overview, examining the profound changes in the structure of cities following the advent of the automobile. The course then focuses on present and future environmental impacts—air pollution, greenhouse gas emissions, urban sprawl—resulting from the exponential growth in motor vehicles, particularly in developing country cities, and examines alternative scenarios for mitigating these impacts. Additional topics include: the role of public transit in the United States and the differing approaches to transportation and land use planning in various European cities; in-depth case studies of the success stories in urban transit in the developing world (e.g., Bogotá, Curitiba and Singapore); and the range of options for transporting the two billion new urban inhabitants to be added to the world’s cities in the next quarter of a century. The course also examines policies to create compact, regional cities through the integration of transportation and land use planning and focuses on next and future steps, including congestion costs and congestion pricing, intelligent transportation systems, bus rapid transit systems, new automobile technologies and alternative fuel sources.

NINT 5385 Conflict Prevention and Resolution in U.S. Foreign Policy

Students discuss challenges facing contemporary U.S. foreign policy and the concept of “smart power,” focusing on three conflict-resolution entities that have formed a cornerstone of U.S. foreign policy in the last five years. This course begins with reading and discussion of some classics of conflict resolution and conflict prevention theory. Students then compare and contrast the theories with conflict resolution concepts and tools available to U.S. foreign policy makers and foreign assistance agencies that are trying to address and alleviate some of today’s most pressing global crises, including natural disasters, emergency relief following war or internal conflict, refugee flows, civil war, failed states, and the fall-out from a global financial and economic crisis.

NINT 5959 Independent Study

Permission of both the project course advisor and the director is required to register for independent study.

Faculty

Full-Time Faculty

Michael A. Cohen

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

Nehal Bhuta

Nehal Bhuta (LLM, NYU School of Law; MA, The New School for Social Research) is an assistant professor in the International Affairs program. He has previously worked with Human Rights Watch, the International Center for Transitional Justice, and at the Federal Court of Australia. His research interests are in international law, political theory, human rights law, and the laws of war. He has been the recipient of numerous prizes and awards, including a Fulbright Scholarship, a Hauser Global Scholarship, and a Social Science and Humanities Research Council of Canada research grant.
Robert Buckley
Robert Buckley (PhD, Economics, University of Kentucky) is a senior fellow in the International Affairs program. He is also an advisor to the Rockefeller Foundation, where he served as a managing director. His work at the foundation focuses on urbanization in developing countries, particularly policy issues related to slums in the cities of the global south. Prior to joining Rockefeller, Buckley worked as an advisor and lead economist at the World Bank. He has worked in more than 50 developing countries and has written widely on urbanization, housing, and development issues in the popular press such as the Financial Times, New York Times, and Washington Post, and in academic journals such as the Oxford Bulletin of Economics and Statistics, Journal of Money, Credit and Banking, and Economic Development and Cultural Change. His most recent book, co-edited with Michael Spence and Patricia Annez, is Urbanization and Economic Growth. He has taught at Syracuse, Johns Hopkins, and Penn State. He was the chief economist of the U.S. Department of Housing and Urban Development. He was a Fulbright Scholar, a Regent's Fellow at the University of California, and his work has been funded by the Marshall Fund and the National Science Foundation.

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

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

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

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

Margarita Gutman
Architect and urban historian, Margarita Gutman (PhD, University of Buenos Aires) is an associate professor of Urban Studies and International Affairs at The New School. She holds a Chair in Architecture and Urban History at the University of Buenos Aires. Dr. Gutman was a scholar at the Getty Research Institute and the Woodrow Wilson International Center, a fellow at the International Center for Advanced Studies, NYU, and a senior fellow at the Vera List International Center, a fellow at the International Center for Art and Politics at The New School. She is author and editor of five books; director of the exhibition, “Buenos Aires 1910: Memories of the World to Come” (1999/2000); and director/member/advisor of planned 2050 programs in Buenos Aires, New York, and Barcelona.

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

Mark Johnson
Mark Johnson (MIA, Columbia University) is Assistant Director of Practice-Based Learning and assistant professor of International Affairs. He coordinates the Practice option curriculum, supervises the International Field Program (sending International Affairs students overseas for the summer to intern and research), organizes and supervises the final project Practicum in International Affairs program, and coordinates the International Affairs internship program. He teaches the skills course Program Development and Project Management. Johnson has worked primarily in emergency relief, refugee resettlement and humanitarian aid for the International Rescue Committee, Center for International Rehabilitation, United Nations, and Human Rights Watch. He has worked in Pakistan, Sudan, Ethiopia, Cote d'Ivoire, Sierra Leone, Liberia, Ghana, Bosnia, Croatia, Nicaragua, Guatemala and El Salvador.

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

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

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

Chris London
Chris London (PhD in Development Sociology from Cornell University) is assistant professor of professional practice. He previously worked at the Centro de Investigaciones Económicas at the Universidad de Antioquia (Medellín, Colombia), where he helped conduct the baseline research for a Desarrollo Rural Integrado (DRI) program in Western Antioquia; the Consumer’s Choice Council, where as Coffee Program director he worked with activists promoting Fair Trade, bird-friendly, and organic coffee certifications to producers, consumers, and policy makers; and Educate the Children, where he led a team of 20-plus employees conducting a unique Integrated Community Development program in rural Nepal.

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

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

**Antina von Schnitzler**

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

**Part-Time Faculty**

**Fred Abrahams**

A specialist in fact-finding and advocacy in human rights crises and armed conflict, Fred Abrahams currently serves as a Special Advisor to Human Rights Watch. He has documented human rights and laws-of-war violations in places such as Albania, Bangladesh, Iraq, Kosovo, Lebanon, Libya, Sri Lanka, and most recently Israel, Gaza and the West Bank. He has authored numerous articles and op-eds on human rights and the laws of war and co-authored *A Village Destroyed: War Crimes in Kosovo* (University of California Press). Abrahams also worked as an analyst for the prosecution at the Yugoslav war crimes tribunal in The Hague. He has a bachelor's degree in German and International Studies and a master's in International Affairs from Columbia University. He speaks German and Albanian. His book on the fall of communism in Albania will be published next year by NYU Press.

**Ilir Agalliu**

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

**Louis Bickford**

Louis Bickford (PhD, McGill University) has been working in human rights and transitional justice since the mid-1990s when was a consultant in the human rights and democratic governance programs of the Ford Foundation’s Santiago office. In 1996, he managed Ford’s Historical Memory Initiative, examining collective memories of authoritarianism in Argentina, Chile, and Uruguay. Since then, he has helped develop strategies for confronting the past through the transitional justice strategies (truth commissions, prosecutions, reparations) and the construction of memory in contexts as diverse as Bosnia, Cambodia, Colombia, Kosovo, Liberia, Morocco, and Peru, among others, working with human rights groups, governmental ministries, various non-governmental organizations, the United Nations, grassroots groups, and victims' associations. From 1999-2001, he was Associate Director of the Global Studies Program at the University of Wisconsin, Madison, where he managed the Legacies of Authoritarianism project. In 2001, he was a founding staff member of the International Center for Transitional Justice (www.ictj.org), where he managed the Center's global network of NGOs and individuals involved in transitional justice and oversaw a variety of fellowship programs around the world.

**Ellen Brennan-Galvin**

Ellen Brennan-Galvin (PhD, Columbia University) was a previously a lecturer and senior research scholar at the School of Forestry and Environmental Studies at Yale University, where she taught courses international transportation policy and sustainability issues in developing countries. Previously, she was chief of the Population Policy Section of the United Nations Population Division, where she worked for more than 25 years. Over the years, Brennan-Galvin has conducted research on urbanization and urban environmental issues and is the author of more than a dozen case studies on mega-cities published by the United Nations. In connection with her work at the United Nations, she worked in some 20 mega-cities in developing countries. Among recent activities, she served for two terms on the National Academy of Science's Committee on Population, as well as on the National Academies Panel that produced *Cities Transformed: Demographic Change and Its Implications in the Developing World* (2003). She has been a Fellow at the Woodrow Wilson International Center for Scholars and a Population Council Fellow at the Office of Population Research, Princeton University.

**Sheila Dauer**

Sheila Dauer has a PhD in Anthropology, University of Pennsylvania), Founder and former director of Amnesty International USA’s Women’s Human Rights Program during the program’s existence from 1997 to 2008. Dauer was on the staff of AIUSA from 1979 to 2008. Since 1988, as a charter member of an AIUSA Taskforce on Women's Human Rights, she worked with both AI international and U.S. staff, board, and volunteer leaders to develop AI's policy, action, and publications on women's human rights. In 1991, she prepared AI’s first international report on women’s human rights, *Women in the Front Line*. As acting national campaign director in 1995, she directed AIUSA’s campaigns on Nigeria, Indonesia, and China, and on women’s human rights concurrent with the UN World Conference on Women. From 2002 on, she served as theme advisor to AIUSA’s Stop Violence Against Women Campaign, developing strategies and actions on multiple countries and issues around violence against women. Dauer carried out fieldwork for two years in Tanzania and received two research fellowships, one from the National Institute of Mental Health and a Ford Foundation Fellowship on Women's Studies. She is an emeritus member of the American Anthropological Association Committee for
Human Rights and is currently organizing a Task Group on
gender for the committee.

Anna DiLellio
Anna DiLellio (PhD Columbia University) is a journalist,
sociologist and policy analyst with a broad range of interests
and experience, from American politics and culture to
nationalism, security and state-building in the Balkans. She is
an expert on Kosovo, where she worked for years, as political
adviser to the Prime Minister; Media Commissioner (the
interim regulator of broadcasting and print media for the
United Nations Mission); and research analyst and advisor for
IOM and the UN on the Kosovo Liberation Army program of
reintegration. Di Lellio currently lectures on political
communication and media ethics at the Kosovo Institute of
Journalism and Communication (KIJAC) in Pristhina. She is
the author of The Battle of Kosovo 1389. An Albanian Epic
(London: I.B. Tauris 2009) and the editor of The Case for
Kosova. A Passage to Independence (London: Anthem Press
2006).

Stacey Flanagan
Stacey Flanagan is director of public health service programs
at Public Health Solutions. As part of her position, Stacey
works to design and evaluate the organization's health and
food access programming. She also manages special projects
to support new federal food policies implementation at the
local level. Flanagan has extensive community development
experience from her leadership her roles at organizations such
as Share Our Strength, Big Brothers Big Sisters, and the Peace
Corps. She is a PhD candidate in public and urban policy at
the Milano School.

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

Max Fraad-Wolf
Max Fraad-Wolf is a PhD candidate in economics at
University of Massachusetts Amherst. He is an economist and
a freelance researcher, strategist, and writer in the areas of
international finance and macroeconomics. His work regularly
appears in the Asia Times, the Prudent Bear and other
international outlets. His research interests include
international financial risks and opportunities.

Barry Herman
Barry Herman (PhD, University of Michigan) is Visiting
Senior Fellow in International Affairs at The New School. He
is also a member of the Board of Directors of Global Integrity,
a research NGO based in Washington that works with
independent scholars and investigative reporters on assessing
laws, institutions, and practices to improve governance and
limit corruption in developed and developing countries. In
addition, he is Co-Chair of the Task Force on Debt
Restructuring and Sovereign Bankruptcy at the Initiative for
Policy Dialogue at Columbia University. He completed almost
30 years in the United Nations Secretariat in 2005, the last two
years of which were as Senior Advisor in the Financing for
Development Office in the Department of Economic and
Social Affairs (DESA).

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

David Lamoureux
David Lamoureux is a PhD candidate in economics at The
New School for Social Research. He received his BS in
agricultural economics from the University of Vermont. His
research interests include the historical foundations of
contemporary economic thought and alternatives to the
dominant paradigm of neoclassical economics.

Peter Lucas
Peter Lucas (PhD, NYU) has taught at Columbia University,
NYU, and The New School. His research and teaching focuses
on international studies in human rights, human rights and
photography, human rights and media, the poetics of
witnessing, peace education, human rights education, and
documentary practice. His current projects include a study of
seven photojournalists for the Rio-based web portal, “Viva
Favela.” His book, Viva Favela: Photojournalism, Visual
Inclusion, and Human Rights in Brazil is forthcoming. Lucas
is a 2011 Guggenheim Fellow, awarded for his feature-length
documentary film about pre-dictatorship Ipanema in the early-
1960s.

Scott B. Martin
(PhD in political science, Columbia University). Served for
two years as assistant director of the Institute of Latin
American Studies at Columbia and taught international affairs,
human rights, and political science programs. In addition to
numerous articles, he co-edited and contributed to The New
Politics of Inequality in Latin America (Oxford, 1997),
Competitividade e Desenvolvimento: Atores e Instituições
Locais (Sao Paulo, SENAC, 2001), and Business and Industry
(Marshall Cavendish, 2003). He regularly consults on
international development, labor, and business issues for
organizations such as the Economist Intelligence Unit, the
Initiative for Policy Dialogue, and Congressional Quarterly.
Martin teaches in the International Affairs program. He has
also been a Lecturer of Political Science and Latin American
Studies at Princeton University and a full-time Visiting
Lecturer at Yale University and Sarah Lawrence College.

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

**Steven Miller**

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

**Alberto Minujin**

Alberto Minujin is a mathematician with postgraduate studies in applied statistics and demography. He teaches courses related to social policy and children's rights, directs the equityforchildren.org website, and coordinates the international summer field program in Buenos Aires, Argentina. He is an active member of the Latin American Observatory. Since 2003, Minujin has coordinated several international conferences co-sponsored by the International Affairs program and UNICEF. Until October 2005, he was senior program officer for policy analysis at the Global Policy Section in the Division of Policy and Planning of UNICEF, working on social policy, policies for child poverty reduction and equity, budget analysis, and human rights issues. Since 2006, he has provided consulting services to UNICEF Iran, Tanzania, Egypt, Ecuador, Mexico, Argentina, and New York and to the Provincia de Buenos Aires in Argentina.

**Tom O'Donnell**

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

**Nerina Penzhorn**

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

**Angelica Ponguta**

(PhD in molecular pathology and laboratory medicine, University of North Carolina Chapel Hill). Her dissertation research addressed cellular mechanisms of recurrent cancer and candidate pathways involved in the evasion of anti-hormone therapy. After completing her training in biological research, she obtained a master’s degree in public health (with a concentration in health policy) at Yale University and is currently a fellow at Yale's Edward Zigler Center in Child Development and Social Policy. Her current work involves the analysis of early childhood development policies and services in middle and low income countries. She is also the Project Manager of a large Ancillary cohort study at the Hispanic Community Health Study/Study of Latinos (SOL) in the Bronx. SOL is a multi-center epidemiologic study in Hispanic/Latino populations to determine the role of acculturation in the prevalence and development of disease, and to identify risk factors playing a protective or harmful role in Hispanics/Latinos.

**Michael Renner**

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

**Mona Shomali**

Mona Shomali specializes in environmental and human rights conflicts in the South American Amazon rainforest and the geo-politics of climate change related natural disasters. Shomali holds a masters degree in global affairs from New York University. Recently, she has served as an environmental policy analyst for Islands First, an NGO that lobbies the UN of behalf of small islands threatened by rising sea levels. Besides policy work, Mona has worked for the private sector as an environmental consultant, contributed to World Bank reports as a climate change/ecology researcher, and has served in a
regulatory government capacity at the California Coastal Commission.

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

Richard Wolff
Richard Wolff is professor emeritus of economics at the University of Massachusetts, Amherst and The New School. He has a PhD from Yale University and MA from Stanford University. Wolff taught economics at Yale and CUNY as well as at the University of Massachusetts. He has been a visiting professor at the University of Paris I (Sorbonne). He is author or co-author of 10 books and more than 50 scholarly and 75 popular articles. His recent work has focused on the causes and alternative solutions to the current global economic crisis.
Master of Science in Organizational Change Management

The 42-credit MS degree is for people with at least three years of post-university professional experience who are seeking to advance their careers or change careers.

Management Programs Core Curriculum

The 15-credit core is designed to provide a firm foundation for work in any of the management degree programs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MGMT 5027</td>
<td>Making a Difference</td>
</tr>
<tr>
<td>MGMT 5026</td>
<td>Management and Organizational Behavior</td>
</tr>
<tr>
<td>MEFI 5060</td>
<td>Economics for Management and Public Policy</td>
</tr>
<tr>
<td>MTCH 5070</td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>MTCH 6520 or MTCH 6526</td>
<td>Advanced Seminar (Capstone course to be taken in the last semester of study)</td>
</tr>
</tbody>
</table>

Noncredit Internship

Management students without previous related experience in the field are required to complete a noncredit internship. This applies to career changers as well as students entering the program directly from college. Arranged by Milano’s Office of Career Development and Placement, internships in appropriate agencies and firms place students with professionals in actual work settings. Most internships offer a stipend, and many lead to valuable contacts for future employment. Most students intern during the summer between the first and second year of the master’s program. The internship is not required of students who entered the program with professional experience in the field.

Nonprofit Management

The nonprofit sector plays a central role in our multi-sectoral society, but what distinguishes nonprofits from business and government is often poorly understood. Nonprofit organizations in the U.S. and NGOs in most other countries are organizations that (1) are governed by a board of volunteers, (2) are driven by a social mission and (3) use the profits produced solely for the betterment and sustainability of the organization. A majority of nonprofit organizations in the United States also have a 501(c)(3) Internal Revenue Code tax status that permits them to receive tax-deductible donations and not pay certain taxes. The Urban Institute in 2010 reported a 30% growth in nonprofit organizations in the U.S. in the decade of 1997-2007 from 1.1 million to 1.5 million organizations. Sixty percent of the 1.5 million existing nonprofits in 2007 had an IRS 501(c)(3) status and these organizations showed a 60% growth in the same decade. The growth of the sector has continued during the current period of economic recession.

Nonprofit management education is in large part a response to the long term growth of the nonprofit sector. Yet, the development of nonprofit management as an academic field is relatively recent. In this, Milano led the way offering one of the first programs of graduate study specifically designed to meet the needs of nonprofit leaders and managers. As a result, we have one of the oldest and most distinguished networks of nonprofit alumni in the country. We effectively serve nonprofit practitioners by keeping our focus on what makes the nonprofit sector distinctive. Our professionally oriented approach fully integrates theory and practice. Our graduates gain skills and the depth of knowledge that results in being singled out for managerial and leadership positions in a diverse array of nonprofit institutions and organizations. After graduation the shared values and common professional goals of our alumni network remains a variable resource.

Nonprofit Management Curriculum

The curriculum of the Nonprofit Management program provides students with the specific knowledge and skills necessary to serve as nonprofit leaders and managers. To that end, the curriculum consists of a 15-credit core required of all management students, a program core of 9 credits, and 18 credits of elective courses.

Three required nonprofit management program core courses offer nonprofit leaders and managers what they need to know to be most effective in the sector.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MHTC 5000</td>
<td>Theory and Practice of Nonprofit Management</td>
</tr>
<tr>
<td>MGMT 6002</td>
<td>Fundraising and Development</td>
</tr>
<tr>
<td>MEFI 6070</td>
<td>Financial Management in Nonprofit Organizations</td>
</tr>
</tbody>
</table>

Students complete six electives, including one international or cross-cultural course chosen in consultation with an academic advisor, to suit their own academic and professional goals. The broad array of courses offered by Milano and other programs at The New School allows each student access to a flexible, personalized course of study.

Organizational Change Management

The Organizational Change Management program is designed for people with a keen interest in the ways change happens. Students come to the program from a wide array of organizational types and bring with them a cross-cultural and cross-sector orientation and perspective. They come with the recognition that the capacity to create organizational and social change offers a professional advantage in a wide number of fields. Their shared commitment is to facilitating and leading change.

The program offers a unique laboratory-type pedagogy known as the Portfolio, in which students complete a series of increasingly complex client-based change projects. The portfolio approach emphasizes learning by doing. Upon completion of the degree students have a portfolio that showcases their organizational change expertise.

The degree program is intended for students who have a minimum of three years organizational experience. The program benefits those who wish to broaden, expand, and advance on their experience in the field, as well as those wishing to transition into a career in change management.

Organizational Change Management Curriculum

The curriculum of the Organizational Change Management consists of the management core of 15 credits, a program core of 15 credits, and 12 credits of electives.
Seven required Organizational Change Management program core courses build on the knowledge and skills developed in the five core courses. The Organizational Change Management program core courses focus on theories and skills critical to the organizational change professional.

Organizational Change Management Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MHTC 6124</td>
<td>Foundations of Organizational Change</td>
</tr>
<tr>
<td>MGMT 6020</td>
<td>Group Processes, Facilitation, and Intervention</td>
</tr>
<tr>
<td>MGMT 6532</td>
<td>Managing the Client/Consultant Relationship</td>
</tr>
<tr>
<td>MHTC 6122</td>
<td>Organizational Change Interventions: Theory, Design, and Implementation</td>
</tr>
<tr>
<td>MGMT 6518</td>
<td>Organizational Assessment and Diagnosis</td>
</tr>
</tbody>
</table>

Students expand their knowledge through four electives, including one international or cross-cultural course, chosen in consultation with an academic advisor from the range of courses offered by Milano and other divisions of The New School.

Areas Of Specialization

Students in both Management programs often work with an advisor to identify an area of study in which to develop skills and knowledge in depth. Identifying a specialization helps students tailor their electives to particular interests and professional goals and is commonly used to communicate expertise to potential employers. The following are common areas of specialization but others could be identified based on the needs of individual students.

- Community Development Finance
- Economic and Workforce Development
- Finance
- Global Management and Policy
- Health Policy and Management
- Housing and Community Development
- Leadership and Change
- Politics and Advocacy
- Social Entrepreneurship
- Social Policy
- Strategic Human Resource Management
- Sustainability Management

Management Core

**MMGT 5027 Making a Difference: Global, Organizational, and Individual Perspectives on Social Change**

This Milano school-wide core course explores progressive change at the societal, organizational, and individual levels of analysis. It is designed to acquaint students with the contexts and complexities faced by professionals engaged in conceptualizing and facilitating change in institutions. Through real-world issue analysis, interdisciplinary theoretical learning, and individual and group problem solving, students hone their competencies in creating value that serves public, private, and nonprofit interests.

**MMGT 5026 Management and Organizational Behavior**

The course focuses on human behavior in the context of organizational structures and processes and from the perspectives of the individual, the group, and the organizational system. We review theories that attempt to explain behavior in organizations, which managers use to analyze situations and develop effective managerial practices. Students learn critical thinking and practical application skills that will help them assess and devise solutions for many different kinds of problems.

**MEFI 5060 Economics for Management and Public Policy**

This management core course provides an understanding of basic economic principles and applied microeconomics, beginning with the core concepts of demand and supply, markets, and competition. It explains how markets function and where they fail, applying economic principles to policy problems such as the concentration of economic power and resources, social inequality, and protecting the environment. Students apply economic thinking to problems, weighting costs and benefit, accounting for incentive, and making decisions based on marginal rather than average or sunk cost.

**MTCH 5070 Quantitative Methods**

This course covers basic statistical methods and how to apply them to policy analysis and management decision-making. Students develop an appreciation for statistics, become statistically literate, learn to use statistical techniques properly, gain confidence using SPSS software, and acquire the skills necessary to look at statistical analyses critically.

**Management Programs Capstone**

All students in the Nonprofit Management and Organizational Change Management programs must take the Advanced Seminar in their final semester.

**MTCH 6520 Advanced Seminar in Nonprofit Management**

In the Nonprofit Management advanced seminar, students use theoretical concepts and their own research findings as instruments of practical problem-solving. They apply what they have learned in their training program at Milano to real-life situations. The product of a master’s-level research project is a Professional Decision Report or a rigorous paper of publishable quality.

**MTCH 6526 Advanced Seminar in Organizational Change Management**

The capstone seminar for Organizational Change Management uses a modified seminar approach. Students review their experiences and the work they have already completed in the master’s curriculum and write a rigorous paper of publishable quality on a topic of their choosing. The seminar is a collegial and supportive peer-group experience within which the Organizational Change Management experience is integrated. The course consists of student presentations and interventions, faculty and peer review of written work, faculty coaching, continual feedback, and peer support. Guest speakers help students focus on topics, discover their writing “voices,” and place their articles for publication.
Nonprofit Management

MHTC 5000 Theory and Practice of Nonprofit Management

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

MMGT 6002 Fundraising and Development

This course is designed to build students’ understanding of sources of private philanthropic income for nonprofits and the motivations and expectations of donors—as well as the techniques and tools of fundraising as it is currently practiced in economically developed countries. Emphasis is on matching fundraising techniques to donors’ values, interests, capabilities, and inclinations to give and on designing fundraising programs that are appropriate for a nonprofit in its current phase of development.

MEFI 6070 Financial Management in Nonprofit Organizations

The primary objectives of this course are to enhance understanding of management principles for nonprofit organizations and to review some of the key financial-analysis tools and techniques for this segment. Approximately half the course is devoted to discussing the information found in nonprofit financial statements. Then the class explores principles of financial management and operating and capital-budgeting processes, with the goal of gaining an appreciation of how available resources are allocated to both short-term and long-term objectives of an organization. The class also discusses fraud and IRS and state regulatory issues.

Organizational Change Management

MHTC 6124 Foundations of Organizational Change

Foundations is the basic course of the Organizational Change Management sequence. It explores the contribution of the discipline of organizational development to current practice, defining models, approaches, and understandings of the way organizations can be helped to achieve successful change. The OCM competency model is introduced to assist self and professional understanding. Prerequisite or co-requisite: MMGT 5027 or MMGT 5026.

MMGT 6020 Group Process, Facilitation, and Intervention

This course is a training experience based on a model refined over the decades by National Training Laboratories. The NTL model, which focuses on personal and group development, is supplemented to provide a richer experience for understanding and applying group-process theory. Further opportunities to develop and practice sophisticated group facilitation skills are provided. Admission is at the discretion of the instructor, and should be a collaborative decision between instructor and student. Students managing a personal crisis should not consider the course until the crisis is well under control due to the intense nature of the group experiences and the potential for psychological risk. Students in psychotherapy or counseling should notify the instructor.

MMGT 6532 Managing the Client/Consultant Relationship

The relationship between change agent and client is one of the most important predictive variables affecting the success of an organizational change intervention. In this course, students learn and use the collaborative consulting approach at each stage of a simulated consulting process. Emphasis is on techniques for managing client resistance and transference issues (comparable to the relationship between psychotherapist and patient). Prerequisite: MMGT 6124

MHTC 6122 Organizational Change Interventions: Theory, Design and Implementation

Students are exposed to the full range of philosophies, strategies, tactics, and issues relevant to successful organizational change. They learn how to select the most appropriate change-management intervention, modify a preexisting intervention strategy to address a specific project, assign roles for consultants and clients, and assess outcomes. Prerequisite: MMGT 6124

MMGT 6518 Organizational Assessment and Diagnosis

The course covers a range of methodologies for collecting, organizing, and analyzing data. We explore data collection through such strategies as survey instruments, structured interviews, and focus groups. This is coupled with techniques for analyzing complex data. Also emphasized is managing the data feedback process so that clients can understand the assessment, envision the necessary steps to improve performance, and remain committed to the resolution of the identified problems.

Management Electives

MMGT 6169 Arts and Cultural Marketing: Building Audiences, Generating Revenue and Resources

This course covers the core applications of marketing for arts and cultural institutions—from performing and visual arts to museums—and will examine areas such as vision formulation, environmental analysis, internal strengths and weaknesses, audience segmentation and targeting, strategic marketing goals and planning, tactical marketing, implementation and control. This course will provide the framework for examining marketing and strategic goals in relation to an arts and cultural institution's mission, resources, opportunities and challenges and will look at the full range of marketing techniques including positioning and branding, e-marketing, social media and relationship, integrated and holistic marketing. The class is participatory and will work with several arts and cultural organizations to create implementable marketing plans.

MMGT 6553 Black Social Movements

Black social movements have consistently challenged the marginalization of communities of African descent in the African diaspora. In the process of contesting the legitimacy
and social consequences of physical terrorism, economic exploitation, and cultural misappropriation endured by their communities, these social movements have created many of the philosophies, repertoires of collective action, and aesthetic traditions at the heart of our understanding and imagination of Black life and political dissent. As the course unfolds, we closely examine the history of Black social movements that envisioned a global society in which all people would enjoy freedom, justice, and self-determination. Through our research, readings and class discussions, we interrogate both the iconography and vilification of these movements and their impact on race and politics today.

**MMGT 6004 Civil Society and International Development**

NGOs are perhaps the most prominent “face” of civil society today, but are they truly representative of civil society? This course presents key theories of civil society and analyzes NGOs in the context of their roles as “delivery vehicles” for international development in terms of delivering aid, coordinating disaster relief, advocating for communities, and underwriting basic human services. To what extent do these typical NGO roles fulfill the historical promise of civil society as a force for democratization and political accountability? Is there a larger “associational ecosystem” of civil society? Through a set of case studies on debt relief, the AIDS crisis, the women’s movement, farmer’s movements, and the fair trade movement, students broaden their understanding of civil society and explore the many forms of partnerships that NGOs foster to generate inclusive (if often modest) social change.

**MHTC 6523 Coaching Theory and Practice**

This course focuses on the theory and practice of individual coaching as a method for helping managers develop their skills and improving their performance. By the end of the course, students have a working knowledge of how coaching can be used, and what a coach needs to do to be effective. We discuss the conceptual foundations for the task of changing a successful adult’s behavior within an organizational setting. Alternative coaching models are examined, and students start forming their own coaching models. Coaching is performed on a limited basis so that each student can explore the experience firsthand.

**MMGT 6067 Corporate Philanthropy and Social Responsibility**

Corporate social responsibility (CSR) is a critical topic in the debate about the future, as citizens, governments, advocacy organizations, and corporations themselves grapple with the role of companies in relation to a wide range of concerns. Among current trends being addressed are environmental sustainability and global climate change; globalization and outsourcing; labor practices and policies; consumer preferences; social entrepreneurship; work-life balance; the international geopolitical influence of corporations; and the opportunity for businesses to “change the world” into a better place through their power to deploy resources. This course offers students an opportunity to understand the spectrum of varied corporate stances on the issue of social responsibility, the evolution of the concept of CSR, international variation in CSR philosophy, and current research on the influence and possible future directions. Students explore and understand theories of corporate social responsibility, analyze motivations for and effectiveness of strategies using those theory frameworks, and review perspectives on the relationship of CSR to current social and economic issues.

**MMGT 6545 Emerging Trends in Social Investment**

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

**MMGT 6541 Globality: A New World Paradigm**

Globality is a term increasingly used to describe the era beyond globalization—a new reality emerging from years of intensifying global business expansion and competition, freer markets, information and communication technology advances, and cost and talent arbitrage. With a focus on global strategy and organization leadership, this course examines the transformation of global realities in their many dimensions. Through case studies, lectures, and applied projects, we analyze a series of critical issues that frame the era of globality: economic and societal development, public policy and governance, citizenry, and activism. The main objective of the course is to build an informed perspective of the realities, opportunities, and implications of this new era. The course is designed for students interested in or pursuing leadership careers in business, the non-profit sector, public policy, government, NGOs, or advocacy.

**MMGT 6034 Grantsmanship: Research, Writing, and Relationships**

The keys to successful grant-seeking are effective research, compelling prose, and constructive relationships. This course provides insights into proposal preparation from both the grant-seeking and grant-making perspectives. The class includes a comprehensive overview of research resources, including the Internet, and proven techniques for effective writing. Private and corporate philanthropies are examined. Guest speakers share their experiences and advice. Students research, write, and compete a funding proposal.

**MMGT 5047 Introduction to Social Entrepreneurship**

Societies worldwide are urgently seeking innovative approaches to addressing social problems that have not been satisfactorily addressed by government or the market place. In search of new solutions, a growing number of social entrepreneurs are developing novel strategies that often combine the strength of both the for-profit and nonprofit sectors to achieve significant social change. This course
explores innovative, entrepreneurial approaches that address social problems within the United States and internationally and across diverse domains, such as education, economic development, the environment, health, and human rights. The course introduces students to key concepts associated with social innovation and social entrepreneurship and the steps in the entrepreneurial process: identifying an opportunity or social need, formulating a strategy to address the social problem, mobilizing resources and partners, managing growth, tracking results, and maximizing impact. We also examine the need for public policy to help develop and sustain these new activities and organizations. Cases, readings, and guest speakers advance our understanding of entrepreneurial social action in diverse contexts and the construction of new projects, organizations, and movements.

**MMGT 6549 Leadership Communication**

This course examines the communication competencies that leaders require to motivate followers and inspire positive change. We focus on leaders who desire to make a difference, whether in an organization, through a social movement, government, or informal associations and spiritual groups. The course content favors the view that the fundamental task of leadership is the instigation and management of change, and recognizes a leader as someone who may or may not hold formal position power. We consider the leader’s responsibilities not only to followers and others within her group, but to societal wellbeing and the greater good.

**MMGT 6066 Leadership Perspectives and Practice**

This course examines leadership theory and practice in the context of organizations in the nonprofit, government, and for-profit sectors. Students are encouraged to consider their own styles of leadership, with an eye toward becoming more conscious of their personal patterns and developing their abilities to match appropriate leadership behaviors to specific situations and organizational priorities.

**MCCI 6075 The Nonprofit Sector in a Global Environment**

This course examines leadership theory and practice in the context of organizations in the nonprofit, government, and for-profit sectors. Students are encouraged to consider their own styles of leadership, with an eye toward becoming more conscious of their personal patterns and developing their abilities to match appropriate leadership behaviors to specific situations and organizational priorities.

**MMGT 6013 Media Advocacy in the Global Public Sphere**

This course examines how activists can use new and established media technologies to advocate for social change at the community, national and global levels.

**MMGT 6003 NGOs and International Development**

Around the world, disparate groups of different ideologies or no ideology are building their own problem-solving institutions independent of governments and traditional business corporations. But the precise direction of such “human actuality” is not clear, and there are important questions to be answered about the nature and potential of so-called non-governmental organizations (NGOs) within civil society. This course studies NGOs specifically in the underdeveloped world, in agricultural and urban settings, where local members (fishermen, weavers, farmers, village women) interact with external actors (professional staff, politicians, donors, academics, and local bureaucrats) in trying to nurture these “oases of actuality.”

**MCCI 6075 The Nonprofit Sector in a Global Environment**

This course examines leadership theory and practice in the context of organizations in the nonprofit, government, and for-profit sectors. Students are encouraged to consider their own styles of leadership, with an eye toward becoming more conscious of their personal patterns and developing their abilities to match appropriate leadership behaviors to specific situations and organizational priorities.

**MMGT 5010 Managing for Performance**

This course explores how a manager or executive can create a high-performing organization. We examine the logic, methods, and approaches of performance management in organizations of various types. The course emphasizes the means executives and managers use to transform management of their units or organizations in order to define their goals, develop ways to measure the achievement of those goals, and build systems—operational and cultural—that increase commitment and motivation. Further we are interested in creating a learning organization where performance measurement allows managers and line workers to see where outcomes are aligned with goals and where they are not. Students become conversant with current management literature but the course emphasizes application. Through case analysis, students learn operational approaches—privatization and contracting among them—that improve organizational performance and service delivery.

**MMGT 5048 Online Engagement: Leveraging the Internet and Social Media to Increase Visibility, Raise Money, and Create Change**

Nonprofit organizations use online communications strategies to engage audiences, increase visibility, shift attitudes, generate revenue, and create change. This course places online communications within the broader social/historical context of the media and provides an overview of different tools and techniques to support missions and build relationships with
constituents—with a focus on social media, websites and email. Through case studies and examples from local, national, and international organizations, students gain a broad understanding of online communications, fundraising, advocacy, and social networking in the nonprofit sector. Each student conducts an in-depth analysis of a nonprofit organization’s use of online engagement to support its mission.

**MMGT 6550 Program Evaluation for Practitioners**

Students are introduced to strategies for meeting the growing demands from donors, governance boards, government agencies, and other stakeholders of nonprofit programs for outcome accountability. First, they learn how to identify appropriate measures of success in relation to an organization’s mission and specific program goals. They then learn the fundamentals of formulating measurement questions, selecting an evaluation research design, data collection methodologies, writing survey and interview questions, and negotiating with stakeholders. Students work in teams of four or five to design and implement a client-based small scale program evaluation. Team-client consultation skills are emphasized. This seminar is taught by members of the faculty who have extensive experience designing and implementing program evaluations.

**MMGT 5028 Project Management**

The purpose of this course is to teach students the difference between projects and daily work and provide an overview of the field of project management as applicable to any type of organizational initiative, for example, implementation of a new policy, procedure, product and/or program. We examine step-by-step what happens once a decision to implement a change has been made. The phases include initiating, planning, executing, monitoring, controlling, and closing the project. Ultimately, our goal is to learn how to use various project management tools and techniques to ensure successful implementation with minimal disruption to the daily work of the organization.

**MMGT 6520 The Science and Art of Leadership Development**

Leadership development has, until relatively recently, been an ad-hoc activity lacking evidence-based models to guide the design and implementation of formal leadership development initiatives. The course examines the research, competing ideologies, strategies, and tools used to develop leadership capacity. One distinctive characteristic of the learning process is first-hand experience with validated instruments commonly used to assess leadership behaviors and leader development interventions. The focus of the course is on ways of approaching leadership development in others, rather than one’s own development. Students engage in client-based initiatives to witness how theory becomes translated to application models, and then into validated application tools. While the primary emphasis is on approaches to leadership development in North America and Western Europe, examples are also presented of cases where cultural determinants guide different orientations.

**MMGT 6115 Social Justice Philanthropy**

Organized philanthropy has a complex history in the U.S. and is an important, growing component of the nonprofit sector. The term philanthropy is used in this course to refer specifically to the broad national and international private “giving” sectors. The course provides students with an overview of the field of philanthropy in the United States and, to a limited extent, in other countries. There are currently more than 78,000 grant makers in the United States, and they are a growing and wealthy subsector of the nonprofit sector. Students become familiar with the most current reliable research into how foundations, giving circles, trusts, donor-advised funds, philanthropic collaborations, and other “giving” entities operate. There is a specific course focus on how private philanthropy defines, practices and promotes social justice. The course is taught by a faculty member with over three decades of active experience in private philanthropy in the Unites States and in Latin America and Africa.

**MMGT 6018 Strategy for Nonprofits**

The objective of this course is to explore many aspects of strategic planning and management and evaluate the relevance of this common business tool in the not-for-profit environment. The course content consists of readings, discussion, case studies, and analysis of the applications of strategic planning in a variety of organization settings.

**MMGT 6546 Strategic Management for a Changing World**

An organization’s strategy defines its relationship with the world around it, including what impact it intends to have. This course focuses on developing, assessing, and integrating strategy to achieve sustainability for the organization with respect to its economic, social, political, and natural environments. The strategic process provides direction critical to public, private, and nonprofit organizations developing new models across sectors for new environments. The course provides a conceptual framework and overview for understanding strategy, its design, application, and impact, through case studies and examination of actual organizations.

**MMGT 5032 Training and Development**

This course offers the theoretical and applied components of training and development within all types of organizations. Principles of adult learning, identifying training needs, developing and delivering effective training programs, and evaluating training are explored. Students learn to critically assess their own and others’ training competencies.

**Faculty**

**Full-time Faculty**

**Dennis A. Derryck** (PhD, Fordham University), Professor of Professional Practice. Derryck has over 30 years’ experience in both research and executive management positions. He is interested in innovative policies and strategies that impact the economic sustainability of nonprofit organizations. He has held leadership positions in organizations involved in community economic development, operations and fiscal management,
and research and policy analysis. Derryck was a lead organizer of the Community Development Practicum, an interdisciplinary collaboration with the School of Constructed Environments of Parsons The New School for Design. He also teaches Social Entrepreneurship through Design, a course that develops social ventures that benefit nonprofit organizations. To date, eight of the ten projects in his Community Development Practicum and one of the six projects from his class in Social Entrepreneurship have been developed in the real world. He is currently involved in designing a community-owned farm that will feed 1,100 residents in the South Bronx, an innovative partnership between social investors and community nonprofits allowing residents to become shareholders and citizens in the venture, not simply stakeholders or clients.

**Martin Greller**
(PhD, Yale University), Professor. Greller’s research focuses on career continuity and development for older workers and on feedback and feedback systems as tools for increasing organizational effectiveness. Recent projects have addressed the intersection of organizational psychology and policy in shaping opportunities for older workers. This work has been presented at meetings sponsored by the United Nations and the European Social Fund. Prior to joining Milano, Greller was professor and director of the MBA Program at the University of Wyoming. He was a visiting associate professor at Baruch College, CUNY, and an assistant professor at NYU’s Stern School. As a practitioner, Greller was director of Human Resources Planning and Development for The New York Times Company and a senior consultant with RHR International.

**Robin J. Hayes**
(PhD, Yale University), Assistant Professor. Hayes is a scholar and filmmaker who was the first person at Yale University to earn a combined doctorate in African American Studies and Political Science. With the help of a scholarship from the A Better Chance (ABC) program, she graduated from the prestigious St. George’s School in Newport, Rhode Island at the age of 16. After completing her bachelor’s degree at New York University with honors, she supervised a legal clinic for homeless families at the Urban Justice Center and facilitated human rights delegations and aid shipments to Cuba, Nicaragua and Chiapas, Mexico as a national coordinator of the Inter-religious Foundation for Community Organization (IFCO). She produced and directed, Beautiful Me(s): Finding our Revolutionary Selves in Black Cuba, a documentary film that explores how African Americans and AfroCubans can learn from one another about building community, forging coalitions and openly discussing racism. In addition to publishing scholarly articles in Souls: a Critical Journal of Black Politics, Culture and Society and Maroon: the Yale Journal of African American Studies, Hayes lectures widely on the politics of the African diaspora. Currently, she is finishing a book manuscript and related documentary film titled, African Liberation, Black Power and a Diaspora Underground. With funding from the National Endowment for the Humanities, she was a Scholar-in-Residence at the Schomburg Center for Research in Black Culture.

**Michele Kahane**
(MBA and MIA, Columbia University), Professor of Professional Practice. Kahane has more than 20 years of experience in the global business, nonprofit, and philanthropy sectors. She was a banker in emerging markets corporate finance and later practiced social investment at the Ford Foundation for a decade. Subsequently, as a senior executive at the Clinton Global Initiative and at the Center for Corporate Citizenship at Boston College, she worked with companies, social entrepreneurs, and the public sector to forge innovative, market-based approaches to global development. She is co-author of the award-winning book *Untapped: Creating Value in Undererved Markets* (Berrett-Koehler, June 2006), which provides advice to managers on how companies can both implement profitable business strategies and improve conditions in poor communities. Kahane serves on the board of the Women’s Network for a Sustainable Future, the steering committee of the Institute for Responsible Investment, the NY Regional Association of Grantmakers Task Force on Hurricane Katrina, and the Fast Forward Fund.

**Erica Kohl-Arenas**
(PhD, University of California, Berkeley), Assistant Professor. Kohl-Arenas’ dissertation is a critical study of social change philanthropy, focusing on the history of philanthropic investments in farmworker organizing from the historic Farm Worker Movement to the present. While at the University of California she was a fellow with the Institute for the Study of Social Change, the Labor and Employment Research Fund of the UC Office of the President, and The Spencer Foundation. She was awarded the UC Berkeley Outstanding Graduate Student Teacher Award in 2008. Prior to her graduate studies, Kohl-Arenas worked as a popular educator and community development practitioner in a variety of settings including urban public schools, immigrant nonprofit organizations, coal mining and ‘crofting’ towns in Appalachia, Scotland, and Wales, and across southern Africa where she studied grassroots citizenship education. Kohl-Arenas’ work in communities and classrooms is inspired by a life long relationship with Myles Horton and the Highlander Research and Education Center. She has also been a fellow with the Coro Foundation and the Sustainable Communities Leadership Program. Kohl-Arenas is currently working on a manuscript for her book on the history of philanthropic investments in addressing migrant poverty across California’s Central Valley. Her primary research areas include critical studies of philanthropy and the nonprofit sector, participatory community development, and the intersection of American and global poverty studies.

**Mark Lipton**
(PhD, University of Massachusetts), Professor of Management. Lipton has taught at the University of Massachusetts and has held senior management positions in both the corporate and government sectors. His research on sustainable organizational growth and leadership led to his last book, *Guiding Growth: How Vision Keeps Companies on Course*. His next book examines the dysfunctional behaviors of entrepreneurs and the psychological forces behind them. His applied work focuses on executive coaching with entrepreneurs in the non-profit and for-profit sectors,
facilitating organization-wide initiatives for managing change, helping executive groups define comprehensive organizational visions, and enabling corporate boards to think more strategically and govern more effectively. His approaches to executive development and organizational consulting have been widely published and employed in organizations around the world.

**Karen Merson**  
(MBA, George Washington University), Instructor. Merson worked as an organizational development consultant with nonprofit, for-profit, and governmental organizations for more than twenty years. From 1992 to 2001, she designed and delivered management training programs for the American Management Association. She also worked with the Anti-Defamation League, helping to design corporate diversity training programs and deliver them throughout the United States. Merson teaches courses in the core curriculum at Milano, including the new signature course Making a Difference, a requirement for all incoming students. She also teaches courses in the Organizational Change Management program. Merson serves on Milano’s diversity committee. Her primary areas of interest are transformative learning, social justice, diversity, and social change.

**Aida Rodriguez**  
(PhD, University of Massachusetts), Chair of the Milano Management Programs and Professor of Professional Practice. Rodriguez teaches graduate courses in social justice philanthropy, program evaluation for practitioners, and management analysis and decision-making. She also teaches the NPM client-based capstone course. She frequently lectures on the future of the philanthropic sector, leadership in Latino communities, the meeting demands for accountability and state of the Latino nonprofit sector, effective management in the nonprofit sector, and the evaluation of social policies and programs. Formerly deputy director of the domestic policy program at The Rockefeller Foundation’s Equal Opportunity Division, Rodriguez was a co-recipient of the Council on Foundations’ Robert W. Scrivner Award for Creative Grantmaking in 2003. Rodriguez is a senior advisor to philanthropic initiatives here and in Latin America, including the International Funders’ Collaborative for Strong Latino Communities, sponsored by Hispanics in Philanthropy. She has served on various nonprofit boards including One Economy, Inc., Alliance for Nonprofit Management, Learning Leaders, Inc., and Hispanics in Philanthropy. She also served on the Policy Council for the Association for Public Policy Analysis and Management. She is currently a trustee of the New York Foundation.

**Nidhi Srinivas**  
(PhD, McGill University), Associate Professor of Management. Srinivas’s research interests center on global civil society and post-colonial management knowledge. Specifically he studies the management of non-governmental organizations (NGOs), and the transfer and transformation of management knowledge to, and within, organizations in formerly colonized countries. Srinivas teaches courses in the areas of Nonprofit Management, International Development, and Organization Theory. Classes seek to enhance student ability to critique and integrate theories, and emphasize

**Antonin Wagner**  
(PhD, University of Zurich), Visiting Professor. Wagner was trained as an economist at the University of Zurich in Switzerland and at the Center for Research in Economic Development at the University of Michigan, Ann Arbor. He has taught at the University of Zurich since 1976, and from 1996 to 2000, he was the president of the International Society for Third Sector Research, the leading scholarly institution in the nonprofit field. Wagner has also served as a consultant on social security-related issues to the Swiss Federal Statistical Office and the World Bank in Washington. He is a member of the editorial board of several international journals and is widely published on the welfare state and civil society in English, German, and French.

**Mary R. Watson**  
(PhD, Vanderbilt University), Associate Professor of Management and Associate Dean of Academic Affairs. Watson’s academic work addresses contemporary human capital issues in organizations, with particular emphasis on the social impact of shifting labor market inequalities. She has conducted research on global management, executive career paths, recruitment and retention in nonprofit organizations, downsizing and stock prices, and the evolution of inter-organizational fields. Her research is published in the Academy of Management Journal, the Jossey-Bass Handbook of Nonprofit Leadership and Management, Popular Music, Communication Yearbook, and the IRRA Research Annals, among other outlets. Watson is a frequent presenter at conferences worldwide on the topics of global leadership, social impact, and management practice. She has been scholar in residence, visiting faculty, or executive coach in programs in India (Indian School of Business), South Korea (Korean Trade Association/HSE), Austria (Vienna University), Australia (University of Adelaide), Switzerland (IMD), and the United States (UNC-Chapel Hill). She has consulted for more than two decades in corporate, higher education, and nonprofit organizations. Her numerous board and advisory committee roles demonstrate a record of election to leadership positions. Watson currently teaches Foundations of Organization Change, Management and Organization Behavior, and the Advanced Seminar. Watson received The New School Distinguished University Teaching Award in 2009.
Part-Time Faculty

Members of Milano’s part-time faculty are highly placed executives and managers in the institutions and agencies for which they work and the organizations for which they volunteer. They bring to the classroom valuable insight into current management and policy issues. Part-time faculty come to Milano out of their joy of teaching and the desire to share their expertise. In addition to their responsibilities as instructors, they serve as advisors for independent and special studies, mentor students in their career searches, and participate in curriculum development.

Kevin Allan

Kevin Allan is a managing director of Changing Our World, Inc., where he provides fundraising, business planning, and board development counsel to a wide range of nonprofit organizations with a special focus on global health and relief and public-private partnerships. He is the former director of development of Stonewall Community Foundation and philanthropic advisor to the Loeb Family Funds, and he worked with Project Concern International/India.

Kristi Allen

Kristi Allen is The New School’s assistant provost for budget and academic planning. Prior to moving to the provost’s office, she was associate dean for administration at The New School for General Studies (now The New School for Public Engagement) for eight years. A graduate of Milano’s program in urban policy and management (MS), she holds a BSBA in marketing from Western New England College in Massachusetts.

Matthew Berlin

Berlin has more than ten years of experience as a chief financial officer for public, private, and governmental organizations. Berlin currently serves in a non-financial role as the executive director of the $1 billion Office of Pupil Transportation for the New York City Department of Education. Previously, he served as chief financial officer for the Downtown Brooklyn Partnership, the Greenpoint Manufacturing and Design Center, SEIU Local 32BJ Benefit Funds, and as an agency chief financial officer for the Government of the District of Columbia. He has also worked in municipal finance as a financial advisor to cities, states and public authorities. Berlin was previously an adjunct faculty member at Georgetown University’s Law School where he helped teach a clinic on housing and community development. He holds a master's degree in Public and Private Management from the Yale School of Organization and Management.

Eleanor Cicerchi

Cicerchi has extensive fundraising management experience for international development, education, and health care organizations. She is also a fundraising consultant and frequent speaker and writer about fund raising and nonprofit management. Previously she was director of the Signature Campaign at the Newark Museum; development director for the Corning Museum of Glass in Corning, New York; and associate vice president for development at the Save the Children Federation in Westport, Connecticut, a child assistance agency that works in 48 countries. A Phi Beta Kappa graduate of Mount Holyoke College and a Woodrow Wilson Fellow, she has a master's degree in nonprofit management from The New School and earned the Certified Fund-Raising Executive (CFRE) designation from the Association of Fund Raising Professionals. She recently contributed a chapter to a book, After the Grant, published by the Foundation Center in 2010. She has also written three books on aspects of the history of New Jersey and, with a grant from the New Jersey Historical Commission, edited Architecture of Bergen County, published by Rutgers University Press.

David Eng

Eng is an accomplished and progressive communications, marketing and public relations professional with many years of extensive experience in the diverse for-profit and not-for-profit national and international arenas. He is the vice president for public affairs of the Lower East Side Tenement Museum, heading up the marketing, branding, advertising, public and community relations. Prior to joining the Tenement Museum, he was the Director of Marketing and Development for New York City’s Chinatown as part of the post-9/11 revitalization efforts spearheading the Explore Chinatown tourism marketing campaign. As a director of communications and public relations, he created and managed strategic communications for Gay Men’s Health Crisis and the American Foundation for AIDS Research, including special events and program communications; at New York City’s Department of General Services, he helped create the landmark “I Love New York” advertising campaign; and at the Metropolitan Opera, he directed national and international publicity. Eng has spoken nationally and internationally on public relations and multiculturalism and diversity marketing and outreach.

Edward Ferris

Ferris specializes in organizational strategy and global talent management; he is skilled at building high performance global organizations. Prior to forming Charlesmore Partners International, a Philadelphia-based management consulting firm specializing in Organizational Strategy, he served as senior vice president for corporate and organization development at Del Global Technologies Corp., a world leader in radiographic/portal imaging systems and high voltage power conversion technology in Valhalla, New York. Ferris has led high-return organizational change initiatives, guided businesses through mergers, acquisitions, and culture shifts, and established innovative and enduring talent management practices that shaped competitive advantage and enabled business improvement. Ferris graduated from Manchester University in England, and holds two postgraduate diplomas in human resource management. He is also a graduate of the Chartered Institute of Personnel and Development in London, England. A frequent speaker and writer on global business and organizational strategy, his work has been featured in a number of textbooks, journals and magazines. He is a co-author of a recent Conference Board report on “CEO Succession Planning and Corporate Governance,” a member of the Conference Board’s Expert Committee on Shareholder Activism, and a past member of Work in America Institute’s Advisory Board.
**Michael Frisch**

Frisch, a licensed psychologist in New York State, has expertise in many aspects of human resources, including competency models, executive development, training, succession planning, and performance management. His primary career focus is executive coaching, which he has been doing for more than 15 years. He is a member of the Society for Industrial and Organizational Psychology and the American Psychological Association, Divisions 13 and 14. He earned his PhD at Rice University.

**Scott Gassman**

Gassman is principal of IdeaJuice, a change management consulting firm specializing in group facilitation, meeting design, coaching, video production, and project implementation. Recent projects include facilitating: procurement networking idea exchanges for Caucus and ICN at their regional conferences, an America Speaks Autism for Adults Conference, organizational transformation at a major NYC Medical Center, area facilitation responsibilities for America Speaks and the Margaret Casey Foundation at Equal Voices for America’s Families conference, and producing an eight-minute English and Spanish recruitment DVD for the National Organization of Industrial Trade Unions. Scott reviews business development manuscripts for Berrett-Koehler Publishers, Inc. Previously he launched on-line learning and blended training and virtual global collaboration as AVP of organization development and interactive media at Empire Blue Cross Blue Shield. He produced a digital documentary, *From Recovery to Resilience, Empire's 9/11 Story*. Scott was recently named Facilitator of the Month by America Speaks.

**Shoshanah D. Goldberg**

Goldberg has more than 25 years of experience as a senior administrator, fundraiser, consultant, and educator. She has been director of Greenwich House Pottery and acting director of the Museum of Holography and has served in fundraising and senior management roles for organizations including American Cancer Society, March of Dimes, Police Athletic League, Paley Center for Media, and American Museum of Natural History. As a management consultant, Goldberg’s client list includes the Aspen Institute's Global Initiative on Culture and Society, Polaroid, National Geographic Society, Sesame Workshop, New York State Psychological Association, Socrates Sculpture Park, and numerous individuals and community organizations. Since 2002, Goldberg has taught fundraising and grantmanship at the Milano School. She launched a new course, Arts Management and Cultural Policy, in 2009. She is an elected member of the New School Faculty Senate. Goldberg also teaches fundraising at Columbia University, has been a featured speaker at conferences, including Fundraising Day in New York and the Faith Based Conference on Economic Development, and lectures regularly on fundraising and sponsorship. Goldberg holds a BFA in ceramics (University of Michigan), MBA in arts administration (SUNY Binghamton), and is a PhD candidate in public and urban Policy at The New School, where her dissertation topic is the role of arts and culture in modern cities.

**Henry Goldstein**


**John Green**

Green has been the associate dean of the Milano School since 2006 and was The New School’s university budget director from 2003 to 2006. He has more than 25 years of senior financial management experience in education and non-profit organizations, including the New York City Department of Education (deputy executive director of budget operations and executive director of the Office of Charter Schools), City University of New York (assistant university budget director), and Human Rights Watch (director of operations). He was a Peace Corps volunteer in Cote d’Ivoire. He has served on the boards of directors of Gay Men’s Health Crisis (New York) and the Betty Ford Center (California). John is a graduate of Maryknoll College and has an MA from Columbia University in higher education administration.

**Robert J. Lee**

Lee is a management consultant in private practice in New York City. He serves as a coach to senior executives regarding leadership and managerial effectiveness. He is the director of iCoachNewYork, which provides training programs and supervision for coaches. Bob has developed a worldwide reputation for his work on leadership development and executive performance. He genuinely enjoys helping leaders achieve positive, measurable changes in the way they do their work. His clients are executives in financial services, consumer products, technology and media organizations. He is co-author of *Discovering the Leader in You* (Jossey-Bass, 2001) and co-author of *Executive Coaching: A Guide for the HR Professional* (Pfeiffer/Wiley, 2005). From 1994 to 1997 he was president and CEO of the Center for Creative Leadership, the world’s largest leadership development and research organization. For 20 years he a principal of Lee Hecht Harrison, a worldwide career services firm, which he co-founded. Lee is a fellow of the Society for Industrial and Organizational Psychology and received the Distinguished Psychologist in Management award in 2008 from the Society.
Bonnie McEwan

McEwan earned her MS at The New School. She is the president of Make Waves (www.makewavesnotnoise.com), a company that provides marketing and communications services to nonprofit organizations and foundations. Prior to opening Make Waves, McEwan spent six years as executive vice president of Douglas Gould and Company, a communications consultancy, leading the firm’s Economic and Social Justice practice. Prior to that, she held the top communications position with two national nonprofit organizations, Girl Scouts of the USA and the Planned Parenthood Federation of America. McEwan’s awards include a Silver Anvil from the Public Relations Society of America. She was acting chair of the Milano School’s Nonprofit Management Program in 1997–1998. Her blog, Ripples & Wipeouts (www.makewavesnotnoise.com/resources/blog), focuses on issues important to activists and nonprofit groups.

Carol McMullen

McMullen has been a part-time faculty member in the nonprofit program at Milano since 1997. She retired in 2005 from Girl Scouts of the USA after a 34-year career that included assignments in several local councils and 23 years as a national staff member. From 1997 to 2005, she was the senior vice president responsible for all national consulting services and resource development provided by a staff of 80 to the more than 300 local Girl Scout councils. At Milano, she teaches several courses: Theory and Practice of Nonprofit Management, Strategy for Nonprofits, Financial Management in Nonprofit Organizations, and Advanced Seminar in Nonprofit Management.

Lee Miller

Miller is co-author of A Woman's Guide To Successful Negotiating (McGraw Hill), which was selected by Atlanta Woman magazine as one of the 50 best books for professional women. Mr. Miller is a consultant, speaker, executive coach and corporate trainer and an part-time professor of management at Seton Hall University. He has written a monthly career column for Careerbidders and Monster.com. He is the managing director of NegotiationPlus.com. Previously he was the senior vice president for human resources at TV Guide Magazine, head of human resources at USA Networks and Barney's New York Inc., a human resources vice president at R.H. Macy & Co. Inc., and a partner and co-chair of the employment and labor group of one of the largest law firms in New Jersey. He is also the author of Get More Money on Your Next Job (McGraw Hill) and Employment Discrimination Law (BNA). Miller received his JD from Harvard Law School.

Joanne Polichetti

Polichetti has been working in the field of learning and development since 1980. For more than 25 years, she has helped businesses achieve measurable results from their learning investments. Polichetti has worked in a variety of industries, including financial services, transportation, communications, pharmaceutical, consumer products, and government agencies. Her specialty areas include designing results-based instruction and performance consulting. With her guidance and coaching, her clients have been able to gain efficiencies resulting in measurable cost savings to the line and human resources departments. As principal of Integrated Learning Solutions, Polichetti works with a variety of industries to build classroom and blended solutions to create learning synergies and facilitate change. Her areas of expertise range from management and leadership, including performance management and talent management, to sales, service, and technical skills. She calls upon an extensive research background and an avid interest in current best practices to create innovative solutions for classroom, virtual, or blended delivery. Polichetti earned her MA at The New School.

Edward A. Powers

Powers has been part of the Milano community for 30 years teaching courses in management, leadership, and organizational change and development. He helped shape the new Leadership and Change curriculum. His current courses include Foundations of Organizational Change and Managing Client-Consultant Relationships. Powers is a specialist in developing competency models. He served two terms on The New School Faculty Senate. He received The New School’s Teaching Excellence Award in 1988 and, later, the Milano alumni Teaching Excellence Award. He brings to Milano long experience as an executive in nonprofit organizations and management consultant. His consulting practice focuses on executive skill building, people systems, and organizational effectiveness. Over the past 20 years, this has involved him with organizations in the private, public, and nonprofit sectors. His writing and research are in the field of organizational and executive development and religious practices. Powers is a graduate of the College of Wooster. He received a master's degree from Yale University in organizational administration and in ethics and his doctorate from Columbia University in educational philosophy and curriculum design.

Steven Schloss

Schloss is global head of human resources for LivePerson, Inc., the leading provider of online engagement solutions that connect large, midsize, and small businesses with consumers seeking advice and assistance on the Internet. Prior to LivePerson, he spent 12 years at Time Inc., the publishing division of Time Warner with over 100 magazines and a rapidly growing online and digital presence worldwide. There he served as vice president for global people development and then of HR. Other experiences include retained information technology executive search; recruiting manager for a growing
software consulting firm, and global leadership for IT career development and internal mobility at Citicorp, as well as leading HR units of all sizes for startup, newly centralized, newly acquired, and recently outsourced divisions. Schloss received an MS in human resources management from the Milano School.

Neil Smith
Smith is co-founder and managing partner of SmithOBrien, a management consulting firm in New York City. Smith leads the firm’s corporate responsibility auditing and financial measurement practice and its Shareholder Resolution Advisory Service. He has extensive experience in operationalizing company core values and progressive operating practices and managing culture change. Smith is also a founding partner of innovation, measurement 21st century (im21), a firm that specializes in solving critical business issues through network analysis and mapping and online facilitation of inclusive collaboration and communication. Smith has been an adjunct faculty member at the Carroll School of Management at Boston College and a guest lecturer on corporate responsibility at the Harvard University School of Public Health. He was a member of the Verification Working Group of the Global Reporting Initiative (GRI) and was a U.S. observer for ISO 26000. He is a frequent speaker. His write extensively on corporate responsibility, including Shopping for Safer Boat Care (McGraw-Hill/International Marine 1997), an analysis of the personal health and environmental effects of 100 boat care products.

Farra Trompeter
Trompeter has more than 15 years of experience in communications and fundraising for nonprofit organizations. Farra is currently Vice President of Client Relationships + Strategy at Big Duck (www.bigduckny.com). Trompeter’s expertise focuses on helping nonprofits use the Internet (social media, websites, email, etc.) to increase visibility and connect with donors, activists, and other stakeholders. Trompeter previously led the online engagement unit at Douglas Gould and Company and was a senior account executive at Donordigital, one of the top consultancies that specialize in online marketing, fundraising, and advocacy for nonprofits, including American Lung Association, US Fund for UNICEF, and Girl Scouts of the USA. Before Donordigital, she managed online marketing efforts for several national public health education initiatives of Substance Abuse and Mental Health Services Administration. Trompeter has also coordinated the direct mail campaigns for the National Breast Cancer Coalition and the national telemarketing efforts for Planned Parenthood Federation of America. Trompeter actively serves on the board of the New York City Anti-Violence Project and is a frequent presenter at conferences and trainings organized by the Nonprofit Technology Network (NTEN), Association for Fundraising Professionals, and the Support Center for Nonprofit Management. She holds an MS degree in nonprofit management from The New School.

URBAN POLICY ANALYSIS AND MANAGEMENT

Program Office
72 Fifth Avenue, 5th Floor
New York, NY 10011
Alex Schwartz
Associate Professor and Program Chair
schwartz@newschool.edu
Lauretha Slaughter
Program Manager
slaughtl@newschool.edu
Jacqueline Hadley
Senior Secretary, Management and Urban Policy
jhadley@newschool.edu

Message from the Chair
The New School program in Urban Policy Analysis was established in 1971 to offer project-based graduate-level education for people working in public service. Today, our graduates work in the public sector and the nonprofit, and for-profit sectors managing and consulting on a wide range of urban policy issues. The program attracts students from many different backgrounds. Part-time and full-time students are welcome.

At the heart of the curriculum are client-centered courses in which students advise public officials and nonprofit executives in New York City and elsewhere on pressing policy and management issues. Through these project-based courses, students develop and apply skills and concepts introduced in the classroom. Just as important, these experiential courses help students develop the intellectual agility to tackle policy and management problems involving a variety of different issues and organizational and political settings—essential training for careers in management and public administration.

In addition to the client-centered courses, the Urban Policy program trains students in economics, statistics, and policy analysis, including at times a critical assessment of traditional approaches. The program exposes students to alternative theoretical and political perspectives. This is a flexible program, and students specialize in a wide array of subjects and skills.

New York City is our laboratory, and the program involves students in numerous projects with public agencies and nonprofit organizations in the city. The program also extends far beyond New York City, with courses examining urban issues across the globe. Our graduates are employed throughout the United States and in many other countries.

The Urban Policy program is accredited by the National Association of Schools of Public Affairs and Administration. (The Milano School is an affiliate member of the Association for Public Policy Analysis and Management and of the Association of Collegiate Schools of Planning). However, while the program teaches many of the same skills and concepts as other university programs in public
administration, its urban perspective is unique. We see our mission as training policy analysts and managers who will help improve the quality of life for urban residents. In today’s bleak economic condition and politics of austerity, this mission has never been more urgent.

Feel free to contact me personally if you have questions about the program or would like to visit our classes.

Alex Schwartz, Chair
Urban Policy Program

Master of Science in Urban Policy Analysis and Management

Overview

The Urban Policy Analysis and Management program is a project-based curriculum designed to give students a foundation in theory, technique, and practice. Using a variety of instructional approaches, including case analyses, computer-based problem sets, and actual policy and management issues posed by public officials, the program exposes students to the settings and problems they are likely to face as professional analysts and managers.

To fulfill the master’s degree requirements of 42 credits, students complete a required program core (27 credits) and five electives (15 credits).

Core Courses

All students must complete these courses through which they acquire the intellectual and technical foundations and the values of professional public administration.

- MHTC 5020 Political Economy of the City
- MEFI 5060 Economics for Management and Public Policy
- MTCH 5070 Quantitative Methods
- MPLC 6516 Public Finance and Fiscal Management
- MPLC 5040 Policy Analysis
- MPLC 6526 Public Management
- MTCH 6120 Laboratory in Issue Analysis (6 credits)
- MTCH 6528 Advanced Seminar in Urban Policy Analysis and Management (capstone course).

Noncredit Internship

Urban policy students without previous related experience in the public policy field are required to complete a noncredit internship. This applies to career changers as well as students entering the program directly from college. Arranged by Milano’s Office of Career Development and Placement, internships in appropriate agencies and firms place students with professionals in actual work settings. Most internships offer a stipend, and many lead to valuable contacts for future employment. Most students intern during the summer between the first and second year of the master’s program. The internship is not required of students who entered the program with professional experience in the field.

Capstone Experience

The urban policy program’s thesis project consists of a Professional Decision Report (PDR) written for a client of the students’ choosing. In this report, a student offers advice to the client about a policy or management issue, and supports his or her recommendations with research and analysis. The exercise demonstrates the student’s ability to apply substantive knowledge and analytic skills to a topic of interest. Students complete the PDR under the guidance of professor in the Advanced Seminar course, which involves small group discussions and individual faculty consultations. The Advanced Seminar is taken in the student’s final or penultimate semester.

Electives

The program offers about 10 elective courses every semester. Certain courses offered by other Milano School programs and by other graduate programs of The New School may also be used to complete the 15 elective credits. Students select their electives in consultation with a faculty advisor according to their individual academic and professional interests and goals.

Areas of Specialization

The Urban Policy program has developed several clusters of elective courses that we recommend to students who need to develop a particular expertise. Students are not required to specialize. They also are welcome to develop their own specializations by selection of electives. The following areas of specialization are currently defined:

- Community Development Finance
- Economic and Workforce Development
- Finance
- Global Management and Policy
- Health Policy and Management
- Housing and Community Development
- Leadership and Change
- Politics and Advocacy
- Social Entrepreneurship
- Social Policy
- Strategic Human Resource Management
- Sustainability Management

See areas of specialization on the Milano School website for details, including suggested courses.
Curriculum

Core Courses

MPLC 6526 Public Management
This course introduces students to several key elements of management in the public sector. Based in large part on the case method, the course explores such topics as budgeting, contracting out to nonprofit and for-profit agencies for service delivery, intergovernmental relations, accountability and performance-based management, strategic management, and leadership.

MHTC 5020 Political Economy of the City
This course introduces the framework of urban policy and development in the United States. The focus is on conveying a broad understanding of the structure and context in which local governments, local communities, and the private sector interact to formulate urban policy. The investigation of this dynamic leads to discussions of recent major development projects in New York City. In the end, students learn new ways of analyzing how urban policy is formulated and implemented in modern cities.

MPLC 6516 Public Finance and Fiscal Management
This course deals with how governments tax and spend. Students become familiar with the theoretical, empirical, and practical tools and methods used to create and analyze government budgets, as well as the flow of public resources. The course examines public revenues and expenditures within the context of fiscal federalism, in addition to budgeting and resource management and the social, economic, and political forces that shape the fiscal environment within which governments (particularly state and local governments) operate. Significant attention is paid to the fiscal crises confronting many large cities. The course builds on the conceptual framework developed in MEFI 5060 (Economics for Management and Public Policy) and is required for all Urban Policy Analysis and Management students.

MPLC 5040 Policy Analysis
This course develops the policy analytic framework for decision making, including cost-benefit analysis, cost-effectiveness analysis, and financial analysis. It is part of a three-semester sequence that includes Laboratory in Issue Analysis and the Advanced Seminar. Policy Analysis is required for all students in Urban Policy Analysis and Management and is usually taken in the first semester.

MTCH 6120 Laboratory in Issue Analysis
This course is a follow up to Policy Analysis and builds on the techniques and frameworks that were mastered through case analysis in that core course. The course is an applied policy-analysis experience in which students work together in teams of four or five to resolve a policy issue for a public or nonprofit decision-maker. Over the course of the semester, students work on two different issues for different clients. Each experience, or “round,” is supervised by a different faculty member and assisted by an experienced and analytically talented second-year master’s program student. At the end of each round, the client and two faculty members are briefed in an interactive setting, the team’s performance is assessed in terms of its analytic strength and policy relevance, and the team then prepares written analysis in response to the feedback. Students labor under realistic constraints of limited data, time, and resources to provide rigorous analysis to clients with decision-making responsibility. The goal is to build strong analytic skills and research logic in the service of rational decision-making.

MTCH 6528 Advanced Seminar in Urban Policy Analysis and Management
In the advanced seminar, students design and execute an independent analytic project in the form of a Professional Decision Report. This intensive, integrative experience is designed to demonstrate the overall professional competence and analytic skills acquired through the graduate program of study. The PDR must exhibit both a facility with technical and formal skills of research and analysis and an understanding of the political and operational dimensions that condition policymaker and management responses.

Elective Courses

MMTE 6529 Advanced Quantitative Methods
Quantitative methods are indispensable for making good decisions. All programs of study at the Milano School rely on statistical methods to further the corpus of knowledge and challenge received wisdom. This course focuses on both the theory and application of various statistical tools. Students develop a critical understanding of basic statistical concepts and techniques; proficiency in applying statistics to various social science, management, planning, and public policy questions; and familiarity with computer software for statistical analysis, graphical presentation of data, and report writing.

MPLC 5017 Advocacy in Government Relations
The course explores strategies and techniques for advocacy on behalf of an organization or a cause in government relations. Topics include targeting for lobbying and grass roots campaigns, determining goals, designing a strategic plan, researching the institutions, individuals and their processes, recruiting and training leaders and participants, taking inventory of resources and developing new ones, coalition building, and creating and utilizing advocacy tools (including direct lobbying, letter writing, phone banks, grass roots mobilization, demonstrations, press relations and paid media). Students discuss lobbying with elected officials and, working in a team, create a lobbying campaign and present it to a panel of professional lobbyists at the end of the semester.

MEFI 6086 Capital Markets and Development Finance
This course offers a thorough introduction to both private and public capital markets, with a focus on municipal bond markets. Students learn about important institutional stakeholders (investors, rating agencies, finance agencies, underwriters, and beneficiaries) and are introduced to the basic theoretical and practical tools needed to analyze financial conditions pertinent to both domestic and international capital markets. Particular emphasis is placed on the evolving fields of community development investment in the United States and emerging markets. This course provides the background
necessary for participation in many of the school’s other finance courses and labs. Understanding of basic microeconomics and/or quantitative methods is advisable, but the instructor may grant permission to enroll in the course without it.

MPLC 5052 Children, Youth, and Family Policy
We examine in some depth urban socioeconomic conditions and current public policy issues affecting children, youth, and families. The social safety net in the United States has undergone rapid transformation with the welfare reform of the 1990s, increasing reliance on block grants rather than categorical funding, and increasing devolution of responsibility for service delivery from the federal government to the state and local level. The general goal of the course is to enhance students’ knowledge and understanding of current child and family policies and programs, particularly in the area of children’s care and protection; issues affecting families with children, including welfare reform and homelessness; programs meant to serve youth; and recent reform and service integration efforts and new directions in policy.

MPLC 5049 Cities, Parks, and Open Space
Cities are sometimes identified by means of the highways that bisect them or the towering buildings that line these thoroughfares. But looking closer, it is possible that open spaces, with their trees, grass, flowers and benches, might be integral in making the urban core vibrant. This online course helps students more clearly conceptualize how cities utilize space. Focusing upon parks/open spaces provides them with a window through which they can examine these matters.

MHTC 5022 Community Development
This course provides an overview of the history of community development as a field, current debates over strategies and practice, and significant policy initiatives. Students are introduced to current approaches to revitalizing distressed communities. Topics include the theoretical basis for community development, community development as economic development, community organizing, and the role of the federal government and nongovernmental organizations in community development. Students have an opportunity to work with local community organizations through class projects.

MEFI 6071 Community Development Finance Lab
The finance lab examines community capital markets for real-world projects and produces working tools suitable for everyday use by organizations. The course consists of three components: 1) the pro bono consulting clinic where students to work in partnership with community based organizations to conduct feasibility studies and business plans for their community economic development projects; 2) seminars with community development finance experts where students learn about particular issues and techniques as well as are provided with networking opportunities; and 3) workshops to build technical skills. This last component consists of workshops in which students learn about a particular community development finance tool, for example, the New Markets Tax Credit or Low Income Housing Tax Credit. Students work with spreadsheets from actual deals to learn in detail how these tools are used and how deals are structured. This 3-credit course extends over fall and spring semesters.

MMGT 6030 Community Development Practicum
Students undertake a community-building and community-development project with a nonprofit organization. This course is organized as a joint project with students from Parsons The New School for Design. Emphasis is on refining student skills in a real-world setting in which the students work with a client, architects, a neighborhood, financial institutions, donors, and city regulatory agencies. Students learn how community projects overcome financial and political obstacles by working with the client to determine a range of alternatives and trade-offs that will satisfy the different stakeholders while remaining true to the mission and goals of the client. This course is the culmination of the community development course sequence. Because of the nature and size of the projects undertaken, the class develops two reports to support the project’s goals: a report on the project itself and an outline of how the project benefits the community.

MPLC 5038 The Competitive City: Urban Development in a Global Context
The postindustrial, postmodern metropolis is dramatically different from its predecessor, with its revitalized city center of gleaming offices, high-tech transport nodes, and enclosed shopping malls surrounded by an archipelago of elite enclaves, fragmented neighborhoods, and “edge” cities. Beneath the glitz and glimmer, however, many cities today are increasingly carceral, segmenting and separating populations like never before. Polarized landscapes are created of gentrified spaces divided by areas not just of poverty but of urban decay characterized by economic isolation, chronic dependency, and social unrest. These new landscapes are accompanied by equally dramatic shifts in how cities are run, giving rise to a “new urban politics.” Focusing on the transformation of cities like New York and Johannesburg, this course is students an opportunity to explore the causes and consequences of “competitive” urbanism—paying particular attention to mechanisms of urban redevelopment, planning, and public policy.

MMGT 6905 Criminal Justice Policy in New York City
An examination of politics, government, and the on-the-ground implementation of policies related to criminal justice in New York City. We explore the impact of criminal justice policies on urban communities in the last decade, learn about recent research, and look at innovative programs. Topics include police, criminal courts, drug policy, guns, juvenile justice, child protection, family court, race and criminal justice, economic and community impacts of incarceration, prisoner re-entry, and alternatives to detention.

MMTE 6072 Data Management and Presentation
Information is vital capital for organizations, large and small. In an age when the labor market is increasingly rewarding “symbolic analysts” in our information economy, it is crucial for professionals to understand and work with data. Many organizations, however, lack resources to hire database administrators and purchase specialized software. This class introduces the whole spectrum of data management tasks. At
its conclusion, students—in future roles as manager, policy analyst, or consultant—are empowered to work with (or manage those who work with) data and to understand data management and presentation at a level that transcends a specific software package. The class follows a workshop format of learning by doing, though we often pause to consider the broader theoretical aspects of the tasks under study.

MHTC 5011 Disparities in Health Care
The existence of racial and ethnic disparities in access to medical care is an important aspect of a systemic failure to provide high-quality health resources to all individuals in a society. This course examines various disparities within U.S. society, based on ethnicity, race, and other related factors, and their relationship to our existing health-care model. We focus on access and delivery systems, cultural differences and stereotyping, language barriers, deficiencies of education, and environmental settings. Particular diseases are examined with respect to their prevalence among certain ethnic groups. Each student is required to undertake an individual research project.

MMCI 5081 Education and International Development
This course provides an introduction to the economic, social, and political dimensions of education and to the policies and practices of education in developing countries. Students acquire the wide range of knowledge necessary to participate in the debates about the state of education in countries and regions of the world: Latin America, Africa, Eastern Europe, the Middle East and North Africa, and Asia. Topics include the current level of educational achievement worldwide; the prevailing diagnoses of the most important problems; the most prominent proposals for improvement (e.g., the UN Millennium Development Goal of universal primary education); the politics of educational reform; and the most promising current strategies for improving educational achievement and social and human development outcomes.

MPLC 5068 Education Policy
This course focuses on recent trends in public school governance and educational reform. After building a foundation in the concepts of school governance and public choice, the seminar explores several important trends affecting public school attempts to improve performance and accountability to parents and other taxpayers.Thematically, community and parental participation and school choice tie the elements of the course together. We explore a range of concepts advocated and implemented by politicians, education administrators, parents, community groups, and education analysts and attempt to discern the effectiveness of such programs for a wide variety of jurisdictions with different needs, constituencies, and demographic profiles. Topics include school-based management, school choice and voucher programs, and school finance.

MEFI 6502 Elements of Finance and Capital Markets
This course familiarizes students with the language of finance in general and specifically as it applies to community development. Prior knowledge of economics is assumed. The class takes a “Wall Street” perspective to explore fixed-income financing alternatives and opportunities that can make financial ventures more successful. In the process, the course provides an introduction to mainstream corporate financial markets, community financial markets, investments, financial assets (securities), institutions, financial trading, and valuation of financial assets.

MPLC 6089 Environmental and Health Issues in the Community
This course teaches the fundamentals of epidemiology and environmentally induced illness based on study of contemporary health issues that include asthma, lead poisoning, Gulf War Syndrome, smoking, bioterrorism, Legionnaire’s Disease, violence, and cancer. From the epidemiological perspective, we explore social, political, and economic factors of environmental illness to teach the concepts of population analysis, community diagnosis, causation and transmission of disease, and risk assessment. These standard epidemiological concepts are more contested and less precise when applied to suspected or known environmental sources of illness. Often, medical interventions to combat or prevent environmental health hazards occur only after an affected group and its advocates take political action. Students gain the skills and knowledge to make them better practitioners and advocates of an environmental health-care policy that acknowledges the importance of this issue in the emerging global economy.

MPLC 5014 Environmental Justice in the American City
This course critically explores urban development patterns alongside the evolution of industrial production and environmental practices that lead to injustices. Particularly, we examine the social relations of production and power that contribute to the manifestation of unjust environmental conditions in cities. Finally we consider the most critical question: What can be done to correct these inequalities? Emphasis is on public policy, planning, and community-based solutions to the problems of environmental injustice. Local case studies and guest lectures enrich class readings and discussions.

MPLC 5063 Gender, Development, and Finance
This course focuses on the financial experiences of low-income women in the United States and other countries. The first segment of the course illustrates the importance of looking at poverty, economic development, and financial literacy through a gendered lens. Students are introduced to the literature on asset-building, and we discuss how this way of thinking about individual financial well-being constitutes a departure from traditional income-based urban poverty frameworks. We examine the extent to which traditional financial institutions (such as banks) and strategies serve (or do not serve) women. We look at recent trends like the rise of fringe financial services such as payday lenders. We consider alternative financial strategies for low-income household economies, such as micro-enterprise development and individual development accounts, and study best practices in the United States and abroad. Our goal is to identify policy interventions that will create better environments for asset-building and ownership by women.

MHTC 5025 HIV/AIDS Policy in Global Perspective
The spread of HIV/AIDS in selected countries and regions around the world is described and cultural attitudes and policy
responses to the disease in different societies are compared. The disease and its prevention and treatment are examined through a multidisciplinary lens, including public health, sociological, and political and public policy points of view.

**MEFI 6082 Housing and Real Estate Development**
The development and redevelopment of urban real estate, especially housing, is examined from a public policy perspective. Through case studies, students learn the development process and master the basics of project-level real estate economics. Emphasis is on the financial structure of real estate ventures, including tax efforts, and how a variety of public policies can influence private development activity.

**MPLC 5043 Housing Policy**
Housing policy, like welfare, health, education, and other social policy arenas, is undergoing fundamental reexamination and debate. Not only are objectives and implementation at issue, the very need for a housing policy is in question. This course provides the conceptual tools necessary to formulate and implement housing policy and to be an informed participant in the debate. Students are introduced to key concepts and institutions that influence the production, distribution, maintenance, and location of housing. The first part of the course covers the context of U.S. housing policy, including market dynamics, financing, tax policies, and racial discrimination. The second part traces the evolution of federal, state, and local housing programs with an emphasis on low-income rental housing. There is a side discussion of housing policy in developing nations. Lectures, videos, and class discussions conclude with a field trip to a community development corporation. Each student writes at least six discussion papers, each about two pages in length, based on the readings.

**MPLC 6085 Introduction to Data Management**
Lectures, demonstrations, and assigned exercises cover techniques for reading different data formats, assessing data quality, creating new measures, and combining data files for analysis. Emphasis is on knowledge and skills needed to handle challenges that technical researchers experience in academic and work settings. The course is meant to be taken prior to or concurrently with Advanced Quantitative Methods. The course uses SAS statistical software, the dominant application for data management. *Prerequisite:* Quantitative Methods.

**MPLC 6083 Introduction to Geographic Information Systems**
This course provides students with an understanding of how geographic information systems can be applied to planning and policy research and practice. Students are introduced to the basic concepts, structures, and functions of geographic information systems and their applications. Although there are no prerequisites, students are expected to have basic computer operating skills and be familiar with spreadsheet software such as Excel.

**MPLC 6140 Issues in Health-Care Policy**
This course surveys selected current issues in health policy at the local, regional, national, and international levels. Topics that might be discussed include physician payment reform, graduate medical education, uncompensated hospital care, and quality of medical care. *Prerequisite:* MHTC 5008.

**MMGT 5013 Leading and Implementing Community Change**
This course provides students with concrete skills to aid in effecting community change through leadership intervention. Leadership interventions consist of a wide range of activities: raising consciousness or building support around an issue, implementing a program, or any initiative that requires the mobilization of multiple stakeholders. Students may focus on communities that have common characteristics as individuals (e.g., people with disabilities), as residents of a particular place or neighborhood, or as members of an institution (e.g., a specific government or nonprofit agency).

**MMGT 5010 Managing for Performance in Public and Nonprofit Sectors**
This course explores how a manager or executive in a public or nonprofit setting can create a high-performing organization. We examine the logic, methods, and approaches of performance management in organizations of various types; for example, a large public human services agency or a small, job training nonprofit. The course emphasizes the means executives and managers use to transform management of their units or organizations in order to define their goals, develop ways to measure the achievement of those goals, and build systems—operational and cultural—that increase commitment and motivation. Further we are interested in creating a learning organization where performance measurement allows managers and line workers to see where outcomes are aligned with goals and where they are not. Students become conversant with current management literature but the course emphasizes application. Through case analysis, students learn operational approaches—privatization and contracting among them—that improve organizational performance and service delivery.

**MPLC 5065 The Mayor, the Media, and the Politics of Policy in New York City**
Policy and management in the public and nonprofit sectors exist within a political environment. In this course, our primary—but not exclusive—focus is on New York City and State in our study of the politics of policy. The lessons we learn are meaningful well beyond New York. The course explores the interplay of power and influence between the mayor, the City Council, the news media, community organizations and the private sector (nonprofit and for-profit). How do policy innovations emerge, evolve and become implemented—or blocked—in city government? Students examine cases from recent history and in the context of current electoral campaigns, while gaining knowledge of city policy on issues such as welfare, police, housing, drugs and education.

**MPLC 5054 New York Economy: Politics and the Private Sector**
The course examines the city’s economy in-depth, exploring the singular importance of “Wall Street,” the increasingly crucial role of the tourism and hospitality sector, the decline of manufacturing, growth industries, and the role of small business and the economies of the four boroughs outside of
Manhattan. Students investigate the symbiotic relationship between business and government and the ways government attempts to regulate and influence the economy. Special attention is given to the city’s non-profit sector and real estate. Guests from various sectors provide an inside view of how business people view the issues they face. Case studies examine key issues in the headlines.

**MPLC 5078 Poverty and American Social Policy**

This course helps students develop a historical, philosophical, and policy perspective on how the United States deals with poverty and social need. Rooted in generating different models for understanding, explaining, and responding to income inequality and insufficiencies, the course seeks to give students a range of choices for intervention and criteria for evaluating them.

**MPLC 5015 Power, Strategy, and Social Change**

This course prepares students to think strategically about advocacy methods, leverage points, and resources for change. Students focus on the nature of power in its various forms (electoral power, issue framing, financial, citizen mobilization, public opinion) and explore how power and resources can be acquired, evaluated, mobilized and deployed in the service of promoting a policy agenda. Students develop an understanding of the leverage points for achieving social change, using case studies to become familiar with legislative processes, the budget cycle, the electoral arena, the regulatory system, public interest law, labor relations, procurement, and the various paths to influencing public opinion and decision makers. By the end of the course students develop a sophisticated and comprehensive strategy for conducting a campaign for issue advocacy or political change.

**MMGT 6550 Program Evaluation**

The course familiarizes students with the fundamentals of program monitoring and evaluation—formulating a research question, selecting a research design, choosing data collection methodologies, writing survey and interview questions, and negotiating with stakeholders. Students collaborate on a small-scale program evaluation during the semester.

**MPLC 6065 Racial Economic Disparities: Causes and Consequences**

This course critically examines the causes and consequences of racial disparities and the social policies designed to address these disparities. Although it has been nearly 150 years since the emancipation of Black Americans and nearly 40 years since the passage of civil rights and equal employment opportunity legislation, Blacks still lag far behind whites according to virtually every socioeconomic indicator. The course explores the merits and limitations of various paradigms aimed at explaining these persistent disparities. In particular, the course investigates racial disparities in education, health, wealth, and labor markets. Topics covered include the construction of racial identity and its economic, social, and psychological consequences, and intra-racial disparities associated with skin tone. (Offered spring term in alternate years)

**MPLC 5069 Racial Relations: Comparative International Perspectives**

This course consists of a series of country specific case studies that examines differences in patterns of economic performances between ethnic and racial groups in the USA and elsewhere in the world. The case studies provide for a mix of varied ethnic and racial groups as well as different public approaches aimed at dealing with disparities. The course also considers public policies aimed at addressing these disparities. Students visit and observe ethnic and racial interactions and segregation in cultural, community, educational and business settings.

**MPLC 5037 Social Policy Journalism and Advocacy**

With financial crisis exacerbating the already considerable difficulty of some people to meet basic needs, journalism could be instrumental in documenting the day-to-day difficulties Americans now face. Yet our headline-driven, 24-hour news cycle leaves little room for stories about ongoing social issues such as housing, education, health care, and childcare. This course looks at how to write and place articles about a range of pressing, under-examined issues in the context of the economic downturn. Although this class is geared toward students of urban policy, students from the media and writing departments are welcome. Participants learn the techniques necessary to report and write journalistic pieces. Students also learn how to work effectively with news organizations as effective advocates, sources, and communications professionals.

**MPLC 5047 Suburbs, Sprawl, and Regionalism**

This course is an examination of patterns of suburbanization in the American metropolis and the implications for the future of our cities, the maintenance of community, and social and economic opportunities. The course begins with a definition of a suburb, a survey of the dimensions of American suburbanization, and an exploration of the basic demographic and socioeconomic characteristics of this dominant form of American settlement. After exploring the origins and history of suburbanization in England and America, we examine the tension in American society between our desire for affordable housing and green space and the problems associated with sprawl development. Then the course turns to social challenges in suburbia, including the difficulty of creating community in suburban places; the problem of racial exclusion; the absence of affordable housing; the isolation of women; the geographic separation of growing labor markets from surplus labor pools; and the growing role of gated communities in class and racial segregation. The course next takes up an exploration of issues of democratic and regional governance in suburbia. Are these smaller and often relatively homogeneous communities more conducive to democratic governance than their larger, more heterogeneous urban neighbors? Or does their homogeneity produce apathy? Not only are there issues of internal governance, but suburban proliferation raises questions about regional coordination and cooperation. The course ends with a consideration of the future of American cities and American suburbs, particularly in light of the collapse of the housing market and the Great Recession of 2008.
MPLC 6064 Urban Economic Development
This course focuses on strategies that policy-makers and planners at all levels use to create healthy urban and metropolitan-area economies. We begin by looking at the role of the economic development specialist and then examine a range of tools that economic developers use. We also focus on relatively new strategies for economic development. We explore issues of gender, examine the role of technology, and look at real cases to understand what has occurred in specific contexts.

MPLC 5042 Urban Environmental Policy
This course examines the dramatic transformation under way in the field of environmental policy-making, critically reviewing regulatory programs and institutions for environmental protection in the United States, particularly those that affect cities. Through readings and case studies, students focus on how environmental issues become the subject of policy-making and the methods policy-makers use to address difficult environmental challenges. We evaluate recent shifts from traditional command-and-control regulations to alternative methods of conservation and environmental protection, including market-based approaches to pollution control, information regulation, risk-based decision-making, citizen participation, voluntary efforts at pollution control, and efforts to reduce risks in poor and minority communities. This course is a survey of the field and prepares students for more advanced courses in environmental policy analysis and environmental management.

MPLC 6068 Urban Labor Markets and Public Policy
This course explores how urban labor markets function and evaluates how government programs and nonprofit organizations can work separately and together to improve outcomes for low-skill workers. The first part of the course focuses on the extent to which employment and earnings outcomes can be explained by worker skills: Does the incidence of poverty-level wages and the rate of unemployment vary across demographic groups with similar skill levels? We consider skill mismatch (between job requirements and workers’ skills), spatial mismatch (employment shifts across regions), and discrimination and examine their significance for recent trends in labor market performance according to race, ethnicity, gender, and age. The second half explores the effectiveness of recent public policies designed to improve labor-market outcomes for disadvantaged workers in urban areas.

MPLC 5053 Urban Land Use and Infrastructure Policy
Local political leaders and policy advocates face major challenges today with few dollars coming from federal or state coffers to support cities. This course is a fast-paced introduction to urban land use policy in the United States and the connection between urban infrastructure and the major policy initiatives that have shaped our cities in the past and present. Can we open up our existing toolbox to both historical and new ideas in order to deliver a better urban future? The course focuses on the physical aspects of city development and technical tools (zoning, land-use approval processes, major legislative changes, EAS/EIS, community participation mandates, green infrastructure, etc.) rather than the social implications, which are covered in other courses. In addition, the course seeks to challenge students’ understandings about how land-use policy making is filtered through the real world of politics, funding constraints, and complex technical and legal environmental regulations very different than in earlier days of massive infrastructure investments made with little public involvement.

MPLC 5080 Urban Space and Migration
With a global migrant population of over 200 million people, international mobility of labor is one of the most significant contributing factors to both globalization and urbanization worldwide. It is widely recognized that globalization is a function of the liberalized flow of capital, commodities and labor across borders and that economic opportunity is increasingly concentrated in urban areas. However, migration policy discussions at the national or international level give little attention to the local nature of this phenomenon; migrants move to cities and have an impact as well as spatial demands on the local environment in which they live. This class is devoted to the local aspect of global migration; the places where migrants settle, form communities and networks, and establish economic and social spaces. Through several case studies, using mapping, interviews and photography, we will explore the potential for planners, designers and urban policy makers to create and maintain inclusive, sustainable physical environments for migrant communities.

MPLC 5048 Workforce Development and Job Training
This course examines workforce development institutions, programs, and practices. Our main objective is to gain a general understanding of employment programs and the factors that contribute to their success. In particular, we examine the labor market institutions that mediate employment standing and career advancement opportunities for low wage/low-skill workers. We look at employer-sponsored programs, as well as community-based programs sponsored by labor market intermediaries. The course first introduces the institutions, market forces, and policies that affect labor markets. We then turn to the key elements that determine program effectiveness and the evidence regarding program impacts on firms and workers. We examine critical elements of effective programs, including the role of employers, social networks, educational and skills development, and supports provided by community-based organizations. We also pay particular attention to the role of labor market intermediaries and the institutional context in which these programs and organizations operate.
Faculty

Full-Time Faculty

Charles H. Allison, Jr.
(MBA, Harvard University), associate professor of professional practice. Allison has more than 20 years of experience in investment banking, direct private market and foundation investing, economic development finance, and renewable energy. He is CEO of Interstate Biofuels LLC, an alternative energy project development company that is building biofuel production facilities in the northeastern United States. Before his employment at Interstate, he worked at Vision Consulting Associates, a corporate finance and economic development advisory firm that specializes in assisting small and medium-sized companies grow their businesses; consulting to the social venture capital industry; and developing alternative energy projects in the United States and internationally, and, before that, he lived in South Africa for five years working for a pan-African investment management company and a middle-market private equity fund. Allison’s other professional experience includes positions at JP Morgan, Merrill Lynch & Co., James D. Wolfensohn, Inc., and Barclays Bank. He has served on several company and fund advisory boards and investment committees. At Milano, he is on the faculty working group on sustainability, corporate social responsibility, and social impact management, and on the ad hoc advisory committee to the board of trustees on board representation and socially responsible investing. He is a member of the American Council on Renewable Energy.

Warren Balinsky
(PhD, Case Western Reserve University), associate professor. Balinsky’s research interests include home health care as well as planning, development, marketing, and research in health services management and policy. His current research topics include pediatric health care, environmental and sustainability issues, health policy and advocacy, and issues of stem cell science. Articles in progress include “Hospice and Long Term Home Care” and “The Sexually Transmitted Disease Vaccine Gardasil.” He has published two books on home care, including Home Care: Current Problems and Future Solutions (1994). Balinsky has written and co-authored articles on home care, health care reimbursement, the unequal distribution of medical personnel within the health care system, and health status indices. He has served as a consultant to a variety of health care providers and government agencies and has taught at Columbia University and the State University of New York at Buffalo and at Stony Brook. He is chairman of the board of Home Health Management Services, Inc., a Medicaid home attendant agency in New York City.

Peter Eisinger
(BA, MA, University of Michigan; PhD, Yale University) Henry Cohen Professor of Urban Affairs. Eisinger taught at the University of Wisconsin-Madison from 1969 to 1997. During his years at Wisconsin, he was a senior fellow at the Institute for Research on Poverty. He also served as chair of the Department of Political Science and director of the La Follette Institute of Public Affairs. In 1997 he left Madison for Wayne State University in Detroit, where he was the director of the State Policy Center. He is the author or co-author of seven books and many articles on urban politics and public policy. In 2002, he honored as the Thomas Jefferson Distinguished Fulbright Professor to the Netherlands, where he returned in 2006 as a visiting professor at the Technical University of Delft. He joined the Milano faculty as the Henry Cohen Professor in 2006.

Alec Ian Gershberg
(PhD, University of Pennsylvania), associate professor. Gershberg is a specialist on economics of education, education reform, school governance and accountability, education finance, and decentralization in both the developing world and the U.S. He has conducted extensive research on Latin America and Sub-Saharan Africa. He has been a frequent consultant to the World Bank, USAID, the Inter-American Development Bank, and the Urban Institute. He is the lead author of the book Beyond “Bilingual” Education: New Immigrants and Public School Policies in California (Urban Institute Press, 2004). He is also a research associate at the National Bureau of Economic Research (NBER), where his work has focused on the determinants of interest rates on municipal bonds. He is a recipient of The New School’s Distinguished University Teaching Award. He is on the advisory board of Eugene Lang College’s Institute for Urban Education and Education Studies program. Gershberg has been senior education economist at the World Bank, a visiting professor at Stanford University’s School of Education and El Colegio de México, and a visiting fellow at the Public Policy Institute of California.

Leigh Graham
(PhD, Massachusetts Institute of Technology), visiting assistant professor of planning. Leigh’s research interests focus on the roles of class, race, culture and ideology in housing and community development conflicts and practice. She has a PhD in City Planning from MIT and an MBA from New York University’s Stern School of Business. Leigh recently worked as a consultant on post-Katrina recovery in the U.S. Gulf Coast.

Darrick Hamilton
(PhD, University of North Carolina), associate professor. Hamilton is a stratification economist whose work focuses on the causes and consequences of racial and ethnic inequality in economic and health outcomes. His research appears in edited volumes published by the University of Michigan Press, National Urban League, and Oxford University Press. His research agenda has been supported by grants from the Ford Foundation, the National Institute of Health, the National Science Foundation and the Robert Wood Johnson Foundation. Previously, at the University of Michigan in Ann Arbor, Professor Hamilton was a Ford Foundation Fellow at the Poverty Research and Training Center and the Program for Research on Black Americans. He was also a Robert Wood Johnson Foundation Scholar in Health Policy Research at the Institution for Policy Studies at Yale University. At The New School, in addition to his position at Milano, Hamilton is an affiliated faculty member in the Department of Economics at The New School for Social Research, and a faculty research fellow at the Schwartz Center for Economic Policy Analysis.
He is also an affiliate scholar of the Center for American Progress and a co-associate director of the American Economic Association Summer Research and Minority Training Program.

David R. Howell

Richard McGahey
McGahey (PhD, Economics, The New School for Social Research), professor of professional practice and a senior fellow at the Schwartz Center for Economic Policy Analysis. McGahey is a nationally recognized expert on urban and regional economic development, evaluation, retirement policy, and workforce development. He has worked in philanthropy, the private sector, and every level of government—federal, state, and local. Rick comes to Milano from the Ford Foundation, where he was director of impact assessment. Previously, he was a program officer with a focus on workforce development and regional economic development. He is the co-editor, with Jennifer Vey, of Retooling for Growth: Building a 21st Century Economy in America’s Older Industrial Areas (Brookings Institution Press, 2008). Before joining the Ford Foundation, he was a managing vice president at Abt Associates, a consulting firm, where he directed work on education, childhood development, social welfare, and workforce development, responsible for an annual portfolio of over $20 million in grants and contracts. During President Clinton’s second term, he served as assistant secretary for policy and, later, for pension and welfare benefits at the U.S. Department of Labor under Secretary Alexis Herman. He also served as executive director of the Congressional Joint Economic Committee and economic policy advisor to the late Senator Edward Kennedy of Massachusetts). Before going to Washington, McGahey was deputy commissioner for policy and research for the New York State Department of Economic Development and deputy comptroller for policy and management for the City of New York. He has taught at New York University, John Jay College, and the George Washington University.

Rachel Meltzer
(PhD and MPA, Robert F. Wagner Graduate School of Public Service, New York University), assistant professor. Meltzer’s research centers on public and private investments in housing and economic development and how these affect individuals, neighborhoods, and cities. Currently, she is studying the socioeconomic and political causes and effects of business improvement districts (BIDs) and homeowners associations (HOAs). She has also conducted research on inclusionary zoning and its impact on local housing markets and the political economy behind such policies. Her latest project analyzes changes in retail and commercial services in neighborhoods in economic and/or racial transition. Her work has been supported by grants from the Social Science Research Council, the Lincoln Institute of Land Policy, and the U.S. Department of Housing and Urban Development. Meltzer is a research affiliate at the Furman Center for Urban Policy at New York University. Prior to her academic career, she worked as a mortgage officer and project manager for the New York City Department of Housing Preservation and Development, where she managed the financing and rehabilitation of affordable housing.

Blaise Rastello
(MS, The New School), director of the Community Development Finance Laboratory and teaches the foundation course and advises students concentrating in community development finance on course selection, internships, and job opportunities. Rastello has professional experience in planning, real estate development, and community development finance. He is the principal of Urban Oasis Development LLC, a consulting company that creates viable partnerships to structure, fund, and oversee profitable urban development projects designed to aid in the revitalization and economic resurgence of decaying inner cities and suburbs. Urban Oasis’ clients include national tax credit syndicators, affordable housing developers, contractors, universities, and government agencies. Prior to starting Urban Oasis, Rastello worked in both the public and private sectors including the Richman Group Affordable Housing Corporation, New York City Department of Housing Development, and Planner’s Ink. He has been involved in underwriting more than $150 million of affordable housing transactions in New York City.

Mary Bryna Sanger
(PhD, Brandeis University), professor and deputy provost. Sanger has teaching and research interests in both public policy and management. She has worked in improving delivery of city services, welfare reform, leadership innovation and performance management. She led research efforts by the National Civic League to identify cities that have exemplary performance measurement systems and that report to and engage citizens in their efforts to improve governance. Sanger is the author of a number of books, including Welfare of the Poor, Making Government Work, and After the Cure: Managing AIDS and Other Public Health Crises. Her most recent book is The Welfare Marketplace: Privatization and Welfare Reform, published by the Brookings Institution, where Professor Sanger is a nonresident senior fellow.

Alex F. Schwartz
(PhD, Rutgers University), associate professor and chair of policy programs. Schwartz’s principal areas of research are housing and community development, including affordable housing, community reinvestment, and community development corporations. His most recent work compares low-income housing policy in the United States and the United Kingdom. He is the author of Housing Policy in the United States (Routledge, 2006; 2nd edition, 2010). He is also the managing editor for North America for the international journal, Housing Studies. His work has appeared in Cityscape, Economic Development Quarterly, Housing and the Built Environment, Housing Policy Debate, International Journal of Urban and Regional Research, and the Journal of the American
Professor Schwartz teaches Housing Policy, Laboratory in Issue Analysis, and Policy Analysis.

Lisa J. Servon
(PhD, University of California at Berkley), professor. Servon teaches and conducts research in the areas of urban poverty, community development, economic development, and issues of gender and race. Her specific expertise includes microenterprise development, the digital divide, and capacity building for community-based organizations. Her work has been funded by the Open Society Institute, the Aspen Institute, the Ford Foundation, and the Fannie Mae Foundation. In 2004 and 2005, she was a senior research fellow at the New America Foundation in Washington, D.C. Servon is the author of three books: Gender and Planning: A Reader (co-edited with Susan Fainstein, Rutgers 2005), Bridging the Digital Divide: Technology, Community, and Public Policy (Blackwell 2002), and Bootstrap Capital: Microenterprises and the American Poor (Brookings 1999).

Jeff Smith
(PhD, Washington University), assistant professor of politics and advocacy. Smith majored in Black Studies and Political Science at UNC-Chapel Hill before going to graduate school in Saint Louis. He has taught political science at Washington University (Dean's Award for Teaching Excellence) and Dartmouth College. At the Milano School, he teaches and conducts research on campaigns and elections, the role of race in urban politics, policy advocacy, and the legislative process. He served in the Missouri Senate from 2006 to 2009 as the nation’s only white state senator from a majority-black district. As a co-founder of a group of inner-city charter schools, the Confluence Academies, he became the senate’s leading voice on education reform. He writing a memoir about his experience in state politics and contributes to The Recovering Politician, a blog for former elected officials. His articles have been featured in Inc. and New York, and he has been profiled in Harper’s, The New Republic, and other magazine. In 2004, he ran for the congressional seat vacated by Dick Gephardt, losing narrowly to Russ Carnahan. His youth-powered grass-roots campaign was chronicled in the film Can Mr. Smith Get to Washington Anymore?, which was lauded by the Washington Post, Boston Globe, Los Angeles Times, and Chicago Tribune, and short-listed for an Academy Award.

Andrew White
(MS, Columbia University Graduate School of Journalism), lecturer and director of the Center for New York City Affairs. White is a writer on social welfare, child and family services, New York City politics and government, and the political dynamics of urban neighborhoods. The Center for New York City Affairs produces applied research on public policies that seek to support families, strengthen neighborhoods and reduce urban poverty. At Milano, White teaches graduate courses on politics, government, the news media, social change and criminal justice policy. He is the co-founder and editor of Child Welfare Watch and founder of the Center for an Urban Future. Previously, he was editor of City Limits magazine and executive director of City Limits Community Information Services (later City Futures, Inc.). His byline has appeared in the New York Times, Newsday, Daily News, El Diario/La Prensa, and The American Prospect.

Part-Time Faculty

Vivette Ancona
Dr. Vivette Ancona, consultant to the financial services industry, brings to the classroom her extensive corporate experience, most recently as Chief Investment Officer for HSBC’s International Private Bank in the Americas, as well as solid academic credentials and experience serving on non-profit boards. Her PhD in economics, earned at Columbia University, was sponsored by the late Nobel prize-winner, William Vickrey. She has published on topics ranging from the economics of health (including several articles in major peer-reviewed journals) to globally emerging markets and global economic and market outlooks. She has taught courses in finance and economics at the Columbia School of Public and International Affairs and Columbia College Department of Economics, and at New York University’s Wagner School. She conducts executive education programs on technical topics in finance for managers of financial services institutions.

Greg David
Greg David, has been a journalist for almost 40 years and the editor of Crain's New York Business for nearly all the paper’s 23 year history. The paper is the leading source of information on the New York economy, on the companies and industries that operate here, and on the many connections between government and industry with daily news coverage on crainsnewyork.com, weekly coverage in the print edition, and two specialized online daily reports—Insider and Pulse—that provide scoops and inside information on politics and health care. In the last year, Crain’s has won the top award for general excellence from both the Alliance of Area Business Publications and the Society of American Business Editors and Writers. Mr. David’s 2007 columns won the top award in the SABEW competition and a 2007 editorial won first place in the Alliance contest. Greg writes the paper’s editorial page and a twice-a-month column covering the economy, New York politics and journalism. He moderates the Crain’s breakfast forums on public policy issues as well as its economic and new media breakfasts. He is frequently on television and radio commenting on New York business and political issues. He is an adjunct professor at the CUNY Graduate School of Journalism where he teaches courses on New York and Wall Street. At the Milano School, he teaches New York City Economic Politics and the Private Sector.

Richard Elovich
Richard Elovich, a visiting research fellow at the Paul F. Lazarsfeld Center for the Social Sciences at Columbia University, holds a PhD in medical sociology and a master in public health degree. He is a specialist in policy and program development on HIV/AIDS and substance abuse with over 15 years experience in the U.S. and internationally. In New York, he was formerly director of HIV Prevention for GMHC, the oldest and largest non-governmental AIDS organization in the U.S. Elovich is an experienced advocate, having been appointed to the Mayor's HIV Planning Council of New York City and chairing its substance abuse services work group.
from 1991 to 1996. Elović was an organizer of underground needle exchange programs in New York City and San Juan, Puerto Rico. He has been a full-time instructor in the Urban Public Health program at the Hunter College School of Health Sciences, City University of New York. In 2008, he was awarded the Marisa De Castro Benton Prize by Columbia University for distinguished scholarship and research and outstanding contribution to the sociomedical sciences.

David Greenberg

David Micah Greenberg (PhD in urban and regional planning from MIT, where he held a National Science Foundation fellowship and a HUD doctoral dissertation award).

Greenberg's research and practice has focused on community development, community organizing, neighborhood identity, and urban politics. He is currently at MDRC, where he manages its evaluation of Chicago's New Communities Program, one of the largest community development initiatives in the U.S. He also directs qualitative research for the Opportunity NYC demonstration, the first conditional cash transfer program in the country. Before MDRC, he directed policy and advocacy for a coalition of 90 community housing organizations in New York City, worked for a trade association of CDCs in Massachusetts, and organized with homeless men and women in New York's municipal shelter system. His research and teaching emphasizes mixed-method and multi-disciplinary approaches to policy problems.

Richard Hendra

At the Milano School, Hendra teaches Quantitative Methods (Introductory and Advanced), Economic Analysis, and Data Management and Presentation, and he leads the Math Skills Review. He has several years of experience leading the acquisition, processing, and analysis of quantitative data for program evaluations and demonstrations. Currently, he serves as the senior data manager and an impacts analyst on MDRC's nationwide evaluation of the Employment Retention and Advancement Project. An advanced SAS programmer, proficient in various statistical techniques, Hendra has been involved in several innovative analyses of program impacts, including the use of propensity scores to disentangle program impacts, conditional subgroup analysis, simulations, and analyses of welfare and employment spells and recidivism. He also has considerable experience in performing analyses that bring together several data sources. Hendra has a PhD in Public and Urban Policy from The New School. His dissertation was entitled “Identifying and Unbundling the Employment Impacts of a Time-Limited Welfare Program.” He has presented at major conferences. Before working at MDRC, he was a data analyst/data manager at the Watson Wyatt Data Services Corporation.

Aaron Hill

Hill is a research associate at MDRC, a nonprofit, nonpartisan organization that develops and evaluates education and social programs that serve the poor. His work at MDRC has focused on labor market retention and advancement for low-wage workers in the United States and the United Kingdom. He specializes in survey design and measurement and analyzes employment characteristics and quality-of-life indicators. He also trains staff in research methods as part of MDRC’s Research Technology Unit. At The New School, Hill teaches graduate courses in statistics. He earned a master’s degree in urban policy analysis and management at the Milano School.

Mike Keogh

General counsel to Bolton-St. Johns, has nearly 15 years of experience working with New York State and New York City governments. Before joining Bolton St-Johns, Keogh served as director of finance for the New York City Council, responsible for budget, tax policy, and pensions. He also worked in the New York City Mayor’s Office of State Legislative Affairs, where he represented the city on civil service, pension and tax-related matters. He has also served as general counsel to the New York City Districting Commission. Prior to that, he was assistant director for intergovernmental aid for the New York City Council, responsible for developing the legislative agenda for the council with respect to state and federal authority, and a principal lobbyist and the legislative counsel to District Council 37, the largest municipal employee union in New York. He also worked in private practice with the law firm of O’Dwyer and Bernstein, and as an assistant attorney in Brooklyn. His experience as legislative counsel has enabled Bolton-St. Johns to assist clients interested in partnering with New York business, labor, academic and non-profit communities. Mike received his law degree from New York Law School and his BA from Iona College.

Robert Lesser

Lesser is associate director for strategic planning and external relations in the New York City Department of Education’s Office of New Schools. His work focuses on strategic planning and partnership development for the DOE’s small schools initiative. He holds a master of public policy degree from Harvard University and a BA in sociology from Vassar College. He has been involved in teaching leadership, negotiation, and strategic management in various settings since 2002.

Susan Lob

Lob has been a professional organizer for over 25 years, helping community residents and victims of abuse demand a seat at the table, shape policies and fight for justice. She worked on a range of issues: tenant organizing and the fight for affordable housing; reducing infant mortality and prenatal care services; welfare rights; child welfare and Family Court reform; food coop organizing; fighting for needed transportation; and ending violence against women. Ms. Lob develops leadership training programs for community leaders (especially women) and staff of social service agencies, and provides technical assistance to small community-based organizations and social service agencies on a range of organizing issues and involving “clients” in shaping their services. She has extensive experience training staff of domestic violence and child welfare agencies and writing curricula on working with battered women and teen victims of relationship abuse. Lob currently teaches at Columbia University’s school of social work, and has taught undergraduates in CUNY.

Doris Palazzo

Palazzo holds a BS in health administration and an MA in community health management and currently serves as the
CEO of the Brooklyn Plaza Medical Center. She has close to 20 years of experience in health care in both inpatient and outpatient services. She is currently serving as CEO to BPMC and before that was the administrator of both Pediatrics and Patient Services and Long Island College Hospital. She has been an adjunct at the Milano School for the last five years teaching a variety of courses.

Rajendra Persaud

Raj Persaud is director of strategic initiatives for a large New York State health insurance company. Among his many responsibilities are the development of strategic plans for five major divisions, the development and implementation of corporate action plans based on the results of the annual employee survey, and the evaluation and monitoring of corporate and divisional performance in collaboration with senior management. He has also managed the activities of the Corporate Operations Training Department. In that role he led the development and training efforts to support systems and product conversions. He actively participated in the company’s Strategic Management and Implementation initiatives as a certified problem solving, quality improvement, and business process improvement instructor. Persaud also served as the chairman of the diversity council within the company. He received a BS in biology and chemistry from the University of Guyana and an MA in biology and education from Lehman College City University of New York.

Jeannette Rausch

Jeannette Rausch, AICP, has a bachelor’s degree in landscape architecture from Cornell University and a master of urban planning from Columbia University. She is completing here PhD in public and urban policy at the Milano School. She has worked in various planning and economic development government agencies in New York City, primarily on waterfront economic development and park projects involving extensive community participation. Her research involves examining the context and cultural history of “events” that initiate land-use policy challenges. She is particularly focused on mixing academic theory with practice with respect to the physical city, especially waterfronts; citizen participation processes; and historical perspectives that provide greater understanding of today’s urban and environmental challenges.

Nebahat Tokatli

Nebahat Tokatli (PhD, Rutgers University) teaches Quantitative Methods. Tokatli was a recipient of a Fulbright Scholarship and previously taught at the Middle East Technical University. She has worked extensively on the retail and clothing sectors; and has authored and co-authored over 20 articles in journals such as Economic Geography, Journal of Economic Geography, Environment and Planning A, Urban Studies, and International Journal of Urban and Regional Research.

Harriet Tramer

Harriet Tramer’s professional career has gravitated towards teaching and writing where she has attempted, sometimes more successfully than others, to communicate on several different levels. Harriet has taught at the Maxine Goodman Levin College of Urban Affairs at Cleveland State University, Cuyahoga Community College, and the Milano School. As a young journalist, Tramer worked for a large metropolitan daily, the Cleveland Press. In keeping with the changes that are reshaping journalism, she now writes mostly for a paper with a more targeted audience, Crain’s Cleveland Business.

Lazar Treschan

Lazar Treschan is the director of the Disconnected Youth Campaign at the Community Service Society of New York, where he works on developing policy to address the approximately 200,000 16- to 24-year-olds in New York City who are out of school and out of work. Previously, Treschan worked in policy and program development roles at the New York City Department of Youth and Community Development, New Visions for Public Schools, and Abt Associates. He is an experienced teacher and tutor of GED courses in second-chance programs for older youth. Lazar is a native New Yorker, a graduate of local public schools. He received his master of public policy degree from Harvard University.

Joel Wittman

Joel Wittman is the founder and president of the Wittman Group, a consulting firm providing mergers and acquisitions and operations advisory services to companies in the home health care/post-acute health care sector. Wittman has more than 25 years of experience in the health care. He is a former chief financial officer of a 420-bed acute care hospital in New York City and of the Visiting Nurse Service of New York, a $750 million company. He was vice president of health care services for a publicly traded home health care supplemental medical staffing company with more than 100 locations and $200 million in annual revenues. Before founding his own firm, he was vice president of Telesis Mergers and Acquisitions and a principal of the Braff Group. He has completed transactions that created $650 million in enterprise value for his clients. Mr. Wittman is a frequent speaker at national and regional home care conventions, seminars, and industry association meetings. He has taught health services management at the Milano School. As part of his community involvement, Mr. Wittman coaches a youth recreational basketball team in New York City. Mr. Wittman holds an MBA in financial management from Pace University and an MS in urban education and affairs from Brooklyn College City University of New York.

Robert Zdenek

Robert O. Zdenek (PhD, University of Southern California) is principal of Robert Zdenek Associates, which he formed in 2002. He has worked with national, regional, and local clients including serving as senior consultant for two years to the U.S. Department of HHS Office of Community Services. He has served in many professional leadership capacities including: president of New Jersey Community Capital and interim executive director of the National Housing Institute in Montclair, New Jersey. Zdenek was also executive director Alliance for Healthy Homes (AFHH), the leading national advocacy and technical support organization for helping to eliminate environmental hazards in low-income housing. Other credits include serving as vice president of community building at United Way of America; president of United Way of Somerset County; director of economic development at New Community Corporation; senior associate at the Annie E.
Casey Foundation; and long-time president of the National Congress for Community Economic Development. He has written extensively on community economic development topics and co-authored a book with Carol Steinbach titled *Managing Your CDC: Leadership Strategies for Changing Times*. Bob has served on over 20 boards of directors, including currently the boards of National Disability, National Housing Institute, Center for Non-Profits, and Global Urban Development.

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**PHD PROGRAM IN PUBLIC AND URBAN POLICY**

Program Office  
72 Fifth Avenue, 6th Floor  
New York, NY 10011  
212.229.5400 x1503  
MilanoPhD@newschool.edu

David Howell  
Director, PhD Program in Public and Urban Policy  
72 Fifth Avenue, room 601  
New York, NY 10011  
howell@newschool.edu

**Message from the Director**

Reflecting The New School’s tradition of critical inquiry and commitment to progressive social change, the doctoral program in Public and Urban Policy prepares students for the highest levels of research, teaching and policy analysis. We accept students who are well prepared and committed to developing innovative, equitable and environmentally responsible solutions to the toughest and most important policy challenges facing people in local communities, cities, and metropolitan areas around the globe. Because important policy problems are usually complex and rarely experienced in just one place, the program relies heavily on learning and developing solutions through interdisciplinary comparative analysis.

The curriculum is interdisciplinary. Students have considerable freedom to design a course of study that best fits their research and professional interests. We encourage students to explore alternative theoretical perspectives and to make use of a wide range of research methodologies. About half of our students come from abroad.

The doctoral program is relies on the faculty affiliated with the Urban Policy, International Affairs, Environmental Policy and Sustainability Management, Organizational Change Management, and Nonprofit Management programs. Affiliated faculty members include economists, anthropologists, sociologists, political scientists, urban and regional planners, and legal scholars. Our program is closely allied with the social science doctoral programs of The New School for Social Research, and we are members of in the Inter-University Doctoral Consortium along with Columbia University, Fordham University, the CUNY Graduate Center, New York University, Princeton University, Rutgers University, and Stony Brook University.
Our graduates are faculty members in universities, researchers in leading consulting firms and international organizations, and policy analysts in local and national government agencies. While the backgrounds and research interests of our students are quite diverse, they share a commitment to progressive social change and to critical interdisciplinary approaches to the development and implementation of public policies.

Best regards,

David Howell, Director

Academic Program

The PhD program has three main components: 60 credits of coursework, a qualifying examination, and a written dissertation. The 60 credits normally include 24 credits transferred from the master's degree program. The remaining 36 credits (12 courses) must be taken in residence.

Core Course Requirements

MPLC 7017 Political Economy and Public Policy Analysis I (PEPPA I)
MPLC 7016 Political Economy and Public Policy Analysis II (PEPPA II)

- A foundation course in a social science discipline (usually fulfilled by taking an approved course offered by the department of Economics, Sociology, Anthropology, or Politics at The New School for Social Research.)
- Two research methods courses, one in quantitative methods and the other in qualitative methods, chosen in consultation with the student's advisor
- Research Writing Workshop

A student must receive grades of B+ or better in all core courses to take the Qualifying Examination.

Qualifying Examination

Upon a successful completion of 60 credits, students submit a qualifying paper, which is a critical survey of the literature on a specific policy problem, and the Qualifying Examination is then taken and defended. The examination covers core knowledge based largely on the content of the PEPPA I and PEPPA II courses. Students who pass the examination can proceed to the dissertation proposal defense.

Dissertation Proposal

The dissertation proposal consists of a 1) clear statement of the goals and objectives of the proposed dissertation, 2) a literature review, 3) a research plan, and 4) a proposed time schedule to complete the research and writing. The proposal is developed in consultation with the student's Dissertation Committee, consisting of three members of the university faculty, including one faculty member from outside the Milano School. The same committee will evaluate the completed proposal at the time of the student's oral defense.

Doctoral Dissertation

The dissertation must be theoretically framed and methodologically sophisticated, consisting of original research and focused on a relevant policy issue. An acceptable dissertation must advance knowledge in the field in the eyes of the student’s committee. Students are encouraged to write on a contemporary urban issue and to adopt a critical perspective.

PHD Core Course Descriptions

The two political economy courses cover the core substantive literature all doctoral candidates must mastered. They also reflect the interdisciplinary and heterodox nature of the program. They introduce theoretical literature about the nature of political, economic, and social institutions and systems; approaches to modeling the ways in which policy interventions translate into policy outcomes; and frameworks for normative evaluation of both processes and outcomes.

Political Economy and Public Policy Analysis I

PEPPA I introduces historical, theoretical, and disciplinary perspectives essential for critical thinking about the policymaking process. The course begins with the economic paradigm and the standard rational model. We then explore various responses to and critiques of this paradigm, drawing on ideas from political science, sociology, public and social policy, and economics. The readings are organized to reflect a dialogue among the various scholars, theories, and models, and the course should not be considered in isolation but rather as a part of a larger exchange of perspectives and ideas. The readings and student contributions introduce a range of seminal policy topics and problems. The course concludes with student presentations of their own policy analyses of major policy issues developed during the course. The course provides the tools necessary to successfully pass the doctoral comprehensive examination and generally to establish scholarly expertise in the field of urban policy analysis. (Offered each fall term)

Political Economy and Public Policy Analysis II

PEPPA II is broadly concerned with how markets, private institutions, and government working together provide social and economic wellbeing. The first part of the course focuses on the nature of individual and collective decision making and applies standard microeconomics (rational economic man models) and behavioral economics (the roles played in a world characterized by imperfect information, bounded rationality and strong social norms) to policy issues ranging from welfare grants and the earned income tax credit, legal minimum wages, rent regulation, and environmental sustainability management. The second part focuses on the comparative efficiency and equity consequences of alternative political economy models, focusing on the “varieties of capitalism” and “varieties of welfare state capitalism” literatures. Which models work best for whom and according to what criteria? (Offered each spring term)

Research Workshop Seminar

This required course is primarily concerned with developing a structure for the successful completion and presentation of the Qualifying Paper. But it is also an opportunity for students to get faculty and peer support for related issues, such as research
design, academic writing, and the problem of establishing causation in social science research.

POST-MASTER’S CERTIFICATES

Leadership and Change
Organizational Development
Sustainability Strategies

Milano offers several certificate programs that allow students to continue their professional studies or pursue a new area of interest. These certificates are intended for students with master’s degrees who wish to acquire additional knowledge and receive recognition of advanced proficiency. A certificate program can be completed in two semesters of full-time study or in a year and a half of part-time study. New students are admitted for both the fall and the spring semesters. Students enrolled in a related master’s degree program at The New School can pursue a certificate concurrently.

Certificate in Leadership and Change

What constitutes effective change leadership? Where should—and do—leadership and power reside in a system? How does building leadership capacity support systemic change? How do leaders create a new shared vision among stakeholders? Milano’s post-master’s certificate in leadership and change addresses these questions and more.

Leadership for change: Successfully transforming organizations, programs, initiatives, and groups requires effective and committed leadership. As part of The New School, Milano has been a center of research and practice in leadership development, consultation and change, and progressive policy for more than 40 years. Our approach emphasizes the role of leadership in bringing about change in a variety of forms. It recognizes that leading change cannot be done by mastering a set of management techniques and skills.

The Leadership and Change curriculum prepares students to critically assess methods for effecting change in communities, organizations, and governments, as well as in the systems within those structures. It challenges students to explore how their own personal identity and experience, as well as the identities of others, affect the ways people engage with the systems in which they live and work. It teaches students to transcend conventional wisdom and embrace new paradigms in developing their own models for transformation.

An action-oriented, values-based approach: Leading change requires examining values, engaging in honest dialogue about what works and what doesn’t, and a willingness to take risks to try out new methods and models. Milano students benefit from a faculty of prominent practitioners as well as seasoned academics, a curriculum that reflects current theory and practice, and highly motivated peers. Join a learning community in which you can practice shaping solutions to the problems that matter to you.
The Certificate in Leadership and Change is awarded for successful completion of six courses (18 credits):

- MHTC6124 Foundations of Organizational Change
- MMGT6066 Leadership Perspectives and Practice
- MMGT6520 The Science and Art of Leadership Development
- MMGT6511 Leading Change Practicum

Two electives from the Change Competencies, Leadership Applications, and/or Applied Context offerings are required.

Certificate in Organizational Development

The field of Organization Development has been developing for decades and is now an established profession. Milano has been a significant contributor to this profession, educating its practitioners for more than thirty years.

Our certificate is designed for the professional already working in—or wanting to enter—the field of organizational change management as either an internal or external consultant. After taking six fully integrated courses (five required and one elective), students will have the foundation upon which to learn and apply the critical skills and competencies necessary to enter this growing professional arena.

The program addresses organizational development and effectiveness on three levels: individual, group, and the broader organizational system, and it emphasizes applications of this knowledge within and across the for-profit, nonprofit, and public sectors.

A graduate degree is required for admission to this program. Candidates come from diverse fields, including law (JD), business (MBA), education (MEd), psychology (MS and PhD), and social work (MSW).

Curriculum

To earn the Organizational Development certificate candidates must complete a 6-course (18 credit) integrated curriculum:

- MMGT 5026 Management and Organizational Behavior
- MHTC 6124 Foundations of Organizational Change
- MHTC 6122 Organizational Change Interventions: Theory, Design, and Implementation
- MMGT 6020 Group Processes: Facilitation and Intervention
- MMGT 6518 Organization Assessment and Diagnosis
- One elective

Milano's post-master’s certificate program in sustainable strategies prepares working and aspiring professionals in business, government, and nonprofit organizations to play valuable planning, directing, and consulting roles in organizations that seek to define and implement sustainability as a value and a goal. With the graduate certificate, you will be prepared to contribute to sustainability goals and equipped to seek employment in institutions such as environment-oriented nonprofits, emerging “green” industries, and government planning and regulatory agencies.

A graduate degree is required for admission to this program. Practitioners of sustainability strategies span the boundaries of disciplines, and candidates come from diverse fields, including law (JD), business (MBA and MS), public administration (MPA), architecture and design (MFA), and engineering and natural science (MS and PhD).

Curriculum

To earn the Sustainability Strategies certificate candidates must complete a six-course integrated curriculum (18 credits):

- MMGT 5016 Climate Change: Implications for Sustainability Management
- MMGT 6067 Corporate Philanthropy and Social Responsibility
- MEFI 6502 Elements of Finance and Capital Markets
- MMGT 6168 Sustainability Perspectives and Practice
- MMGT 6519 Leadership for Sustainability Strategies
- One elective

Certificate in Sustainability Strategies

Successful models of public administration and business management increasingly take into account the interconnections of ecological, social, and financial sustainability—the “triple bottom line” approach to planning and development. This creates a need for managers who can understand actual and potential sustainability issues and devise strategies for achieving and supporting sustainability across these dimensions.
ADMISSION

The Milano School of International Affairs, Management, and Urban Policy enrolls a diverse group of individuals with a range of academic and professional backgrounds. Admission decisions are based on academic achievement, motivation, and leadership potential as evidenced through prior education and work experience and letters of recommendation. Applicants for all programs must have a baccalaureate degree from a regionally accredited college or university. Application forms and instructions are online at www.newschool.edu/milano/admission.

To help you determine if a Milano graduate program is a good match for your professional and personal interests and goals, you can visit a class in session, attend a group information session, or meet individually with an admission counselor. For schedules, visit the website and view Admission Events or put your name on a mailing list to receive Milano School news and important announcements.

New students are admitted to master's and certificate programs in fall and spring semesters. Priority deadlines are the following:

- Spring: October 15
- Fall:
  - MA/MS in International Affairs: January 15
  - All other MS and certificate programs: February 15
- Final deadline: May 5

Students are admitted to the PhD program in fall semester only. A completed application must be received by January 15.

International Applicants and Other Applicants with Foreign Credentials

This school is authorized under federal law to enroll non-immigrant alien students. International students coming to the United States must have a proper visa before they will be permitted to register. Consult with an admission counselor about visa requirements before you apply for admission.

All applicants with international transcripts must submit:

- an original transcript from each institution attended outside the United States. If the documents are in a language other than English, a certified English translation must be included.
- a World Education Service (WES) course-by-course credential evaluation of any transcripts you plan to submit.

Information about this service can be obtained by visiting www.wes.org. For other approved credential evaluation providers, see the National Association of Credential Evaluation Services (NACES) website at www.naces.org.

Public and Urban Policy PhD applicants with international credentials must submit an evaluation as part of their application.

- the Test of English as a Foreign Language (TOEFL) score report (administered by the Educational Testing Service–ETS) is required of all international applicants with the exception of citizens of the UK, Ireland, Australia, New Zealand, Canada, or South Africa whose native language is English. The TOEFL score report must be submitted directly to The New School by ETS. The institution code for The New School is 2554; the department code is 83. A minimum score of 100 on the iBT, 250 on the computer-based exam, or 600 on the paper-based exam is required for admission to graduate study. An alternative to the TOEFL is the International English Language Testing System, IELTS (minimum score of 7.0 or better).

TRANSFERRING CREDITS

The Office of the Registrar will post approved transfer credit to the student's transcript. Graduate students complete a Transfer of Credit Petition available at the registrar’s office. The New School does not transfer grades or grade points from other schools. Credits only are transferred.

OFFICE OF ADMISSION

Merida Escandon, Director
Robert MacDonald, Director
Courtney Malenius, Associate Director
Henry Watkin, Associate Director
Anita M. Christian, Assistant Director
Coralee M. Dixon, Assistant Director
Sharon Greenidge, Assistant Director
Harold Respass, Admission Counselor
Rachel Sasao, Admission Counselor
Naomi Spencer, Office Manager

Contact Information: Milano School Liaison

Merida Escandon, Director
escandom@newschool.edu
Office of Admission
Milano School of International Affairs, Management and Urban Policy
The New School for Public Engagement
72 Fifth Avenue, 3rd Floor
New York, NY 10011
phone: 212.229.5630 or 800.862.5039
fax: 212.627.2695
email: milanoadmissions@newschool.edu
www.newschool.edu/milano/admission
To receive an admission packet or add your name to the Milano School mailing list, contact the Office Admission.
FINANCIAL INFORMATION

TUITION AND FEES

Tuition is charged on a per-credit basis. The 2011-2012 rate for the Milano School is $1,310 per credit. Most courses require the purchase of books. In some cases, students will incur additional costs for necessary materials or equipment.

The University Services Fee is $130 per academic term. This fee covers registration services, ID, access to libraries and university computer centers, and transcripts of record, among other services.

A fee of $5 per semester supports the University Student Senate.

In fall and spring terms, students are charged a Health Insurance fee ($828 for fall 2011; $1225 for spring 2012) and a Health Services fee ($285 per semester in 2011–2012). Graduate students may waive these fees by completing the Online Waiver form by the waiver deadline.

SCHOLARSHIPS AND AWARDS

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

Milano School students may be eligible for various other university fellowships and awards. Admitted students who file a financial aid application are considered for all applicable scholarships. Certificate students are not eligible for New School scholarships but are eligible for government and private loans if they are U.S. citizens or permanent residents.

Peace Corps alumni may be eligible for a competitive renewable Peace Corps fellowship that can cover up to 60 percent of tuition. There is no separate application for the Peace Corps fellowship. Qualified applicants must provide a Description of Services (DOS) with their admission application in order to be considered.

For more information, read the “Financing Solutions Guide” (PDF) available on the university website.

Fulbright Program

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

The program is sponsored by the U.S. Department of State and administered by the Institute of International Education (IIE). IIE conducts a series of guidance sessions to answer questions about the Fulbright Program. Fulbright Program advisors as well as applicants are welcome to attend the guidance sessions.

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

STUDENT FINANCIAL SERVICES

The New School provides a comprehensive program of financial services for degree-seeking students, including significant institutional scholarship support to eligible students on the basis of merit and need. There is also a monthly payment plan so that students can pay their fees in installments over the academic year.

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

Complete information about tuition and fees, educational expenses, billing and payment, and rules and regulations governing aid eligibility is available online at www.newschool.edu/studentservices or by contacting Student Financial Services

The New School
72 Fifth Avenue (lower level)
New York, NY 10011
Phone: 212.229.8930
sfs@newschool.edu

Need-Based Scholarships and Grants

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

Loans

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

Other Programs
Veterans Benefits
Federal aid to Native Americans

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

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

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

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

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

Student Email Accounts
The university administration and academic departments routinely communicate with students through New School email. The university provides every degree or credit seeking student with a New School email account. Official communications are made to the New School email address. MyNewSchool accounts have been set up.

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

STUDENT SERVICES

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

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

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

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

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

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

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

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

The university offers students a comprehensive health insurance plan that includes coverage for emergencies, hospitalization, and regular outpatient visits. The Student Health Insurance Plan provides easy access to health care services locally, nationally, and globally. For complete information about the Student Health Insurance Plan, visit www.niewschool.edu/studentservices/health. All eligible students are automatically enrolled at registration.

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

Immunization Requirements

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

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

Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted at www.niewschool.edu/studentaffairs/health.

International Student Services

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

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

Student Disability Services

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

University Student Senate

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

Intercultural Support/HEOP

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

Social Justice Committee

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

UNIVERSITY RESOURCES AND FACILITIES

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

Libraries

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

New School Libraries

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

Research Library Consortium Libraries

New York University
  • Avery Fisher Center for Music and Media
  • Elmer Holmes Bobst Library
  • Library of the Courant Institute of Math Sciences
Cardozo Law Library of Yeshiva University
The Cooper Union Library
New York Academy of Art
The New-York Historical Society

Blackboard

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

University Writing Center

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

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

Computing Facilities

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

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

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

Wireless

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

University Help Desk

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

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

Other Resources

Barnes and Noble Booksellers
105 Fifth Avenue at 18th Street
212.675.5500
www.barnesandnoble.com/textbooks
New and used textbooks for most courses are available for purchase at the Barnes and Noble store on 18th Street.

The Foundation Center
79 Fifth Avenue, 2nd floor
212.620.4230
www.fdncenter.org
Students pursuing foundation funding for their education (or for research projects) can contact the reference librarians at the Foundation Center. To learn more about these resources, visit www.fdncenter.org.
UNIVERSITY POLICIES

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

REGISTRATION

The Office of the Registrar registers students for classes, charges tuition and fees, and processes class schedule 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 dates for advising and registration 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 and summer terms, and in November for the following spring term.

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

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

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

Registration Holds

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

Adding, Dropping, and Withdrawing From Courses

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

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

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

- Adding a course: through the 2nd week of the semester (late-starting courses may be added after the deadline with an advisor’s permission).

- Dropping a course (deleted from student’s academic transcript): through the 3rd week of the semester

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

- Undergraduate students: through the 7th week of the semester.

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

Withdrawal with a grade of WF noted on academic transcript (equivalent to an F; see Grades)

- Undergraduate students: after the 7th week of the semester

- Graduate students (only at Parsons and Mannes): after the 7th week of the semester

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

Attendance in class or completion of course requirements does not constitute formal registration and will not make a student eligible to receive credit for any 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.

Pass/Fail Registration

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

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

Billing and Payment

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

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

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 credit cards.

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.

Returned Check Fee

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

Late Registration and Late Payment Fees

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

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

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

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

Students who register after January 10 will be charged a late registration fee of $150.

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

The appeal must be received prior to October 15 for the fall term or prior to February 15 for the spring term. The fee must be paid before the appeal can be reviewed. If the appeal is granted, a refund will be issued. The appeal should be sent to Late Fee Appeal Committee c/o University Registrar The New School 79 Fifth Avenue, 5th floor New York, NY 10003

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 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 deferral form to 212.229.8582. Payment of all charges is the responsibility of the student. The student is liable for any and all deferred charges that the employer does not pay for any reason. The student’s liability is not contingent on receiving grades, receiving passing grades, or completing courses. For answers to questions regarding employer reimbursement, email sfs@newschool.edu or call 212.229.8930.

**Terms of Reimbursement**

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

If payment is not contingent on receipt of grades and The New School can bill the employer directly: There is no participation fee. The student submits only the Employer Reimbursement Deferment Form (found on the website; see above) with the employer authorization letter. The New School will send an invoice for payment to the employer according to the authorization. Payment for any balance due not covered by the authorization letter must be made prior to or submitted with the deferment form.

**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).

All matriculated students taking six or more credits in a 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 semester charges. To continue in the monthly payment plan, a student needs to re-enroll in the plan in each subsequent semester.

**Refund Schedule and Policies**

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

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

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

**University Refund Schedule for Degree Students**

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

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

Student financial aid may be affected when a student withdraws or drops credits. Failure to complete payment prior to withdrawal does not relieve a student of financial liability. Students should contact Student Financial Services with questions regarding their account.

Students receiving federal financial aid who withdraw officially or unofficially from all classes are subject to a Title IV recalculation of aid. Federal aid eligibility is re-determined based on the student's last date of attendance in class, using a proportional calculation through 60 percent of the payment period. Title IV recalcuations may result in the loss of all or some federal loans and federal grants. Students subject to recalcuations will be sent a revised award letter indicating any change in federal aid. Such recalculations of aid eligibility have no bearing on a student’s institutional charges. The amount of tuition, fees, housing, and meal plan charges assessed will be based on the institutional refund policy as listed above.

GRADE RECORDS

Grade Reporting

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

Numerical values of grades are as follows:

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

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

W = Withdrawd
I = Temporary incomplete
N = Permanent incomplete
P = Pass (credits count toward degree)
U = Unsatisfactory (credits do not count toward degree)
AP = Approved (non-credit certificate)
NA = Not approved (non-credit certificate)
GM = Grade not reported

Grade of W

The grade of W may be issued by the registrar to any student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student’s transcript. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who fails to complete course requirements and does not arrange for a grade of Incomplete.

Grade of WF

The grade of WF is issued by an instructor to a student (any undergraduate student or a 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 “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 must be completed and signed by student and instructor. The time allowed for completion of the work and removal of the “I” mark will be set by the instructor with the following limitations:

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

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

Grade-Point Average

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

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

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

Grade Appeal Policy

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

The student submits a letter outlining any questions and/or objections directly to the faculty member, with a copy to the department chair or director. (If the faculty member is also the chair or director, the copy will be sent to the dean’s office.) The instructor submits a written response to the student’s letter within one month of receipt, with a copy to the department chair or director (or the dean’s office, if the faculty member is also the chair or director).

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

Academic Transcripts

An official transcript carries the registrar’s signature and The New School seal, and documents a student’s permanent academic record at the university. Students may have a transcript mailed to the address of their choosing (including other colleges and institutions) by submitting an official request to the Office of the Registrar. This can be done online at MyNewSchool, or by downloading the transcript request form. Standard transcript services are free of charge. Transcripts are not issued for students with outstanding debts to the university.

ACADEMIC STANDING AND PROGRESS

Degree Completion Term Limits and Extensions of Time

Students must complete degree requirements within five years for the master’s degree. Term limits for the PhD are: ten years at The New School for Social Research and eight years at the Milano School for International Affairs, Management, and Urban Policy.

Students who fail to complete their degree requirements within the designated time limit are not permitted to register again unless an extension of time is obtained. Extensions of time may be granted based on a petition submitted by the student and assessed by the student’s academic department. To petition, the student must outline work completed toward the degree and a plan for completion of the degree. If the extension of time is not granted, the student will be dismissed from the program.

Attendance and Lateness

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

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

Religious Absences/Equivalent Opportunity

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

Retaking a Course

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

Academic Standing

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

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

**Academic Standing and Financial Aid**

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

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

**Dismissal Notification**

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

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

Appeals must contain the following information:

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

**Academic Status**

**Full-Time and Half-Time Status**

For graduate students at the Milano School, full-time status is defined as enrollment for a minimum of 9 credits in a semester. Half-time status is defined as enrollment for a minimum of 4.5 credits per semester.

Students with loans or tuition grants from external sources, including New York State TAP awards, should be advised that such programs may require 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.

**Leaves of Absence**

Students in good academic standing may petition for a leave of absence. Students taking a leave of absence should meet with the assistant director of Academic Student Services (212.229.5615 x2150) and complete the official Exit Form.

Leaves of absence are typically approved for one or two semesters, depending on the curriculum and academic requirements of the program. 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.

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 and must return to their home countries during the period of a leave. International students should consult International Student Services when contemplating a leave of absence.

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

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

**Change of Major or Program**

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

A student matriculated in one degree program who seeks admission to another program must apply for admission to the other program through the proper admission office.

**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. (At Mannes, exit forms are available in the dean's office.) 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 will be required to reapply through the Office of Admission if he or she

- was dismissed from a program
- did not complete the official Exit Form before taking a leave of absence
- applied but was not approved for a leave of absence
- was approved for a leave of absence but did not return within the approved time frame
- withdrew formally or informally from a program of study


Graduation

Requirements for Graduation

To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and must complete all degree requirements (as specified in school catalogs) prior to the graduation date. Doctoral programs may require cumulative GPAs above 3.0. Graduating students should not receive incomplete grades in any course taken in the final semester of study.

Petitioning to Graduate

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

For January graduation

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

For May graduation

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

Degree Conferral and Issuing of Diplomas

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

The Commencement Ceremony

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

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

OTHER UNIVERSITY POLICIES

Equal Employment and Educational Opportunity

The New School does not discriminate on the basis of age, race, color, creed, gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278, U.S. Department of Education, (Office of Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC's TDD number is 212.741.3080.

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their Division’s Dean Office, their Department Director, or the Office of the Senior Vice-President for Human Resources and Labor Relations, who is the University Disability Official.

Standards of Conduct

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

Academic Honesty

Academic honesty, the duty of every member of an academic community to claim authorship of his or her own work and only for that work and to recognize the contributions of others accurately and completely, is fundamental to the integrity of intellectual debate and creative and academic pursuits. All members of the university community are expected to conduct themselves in accordance with the standards of academic honesty. Students are responsible for knowing and making use of proper procedures for writing papers, presenting and performing their work, taking examinations, and doing research. Faculty are equally responsible for informing students of their policies with respect to the limits within which students may collaborate with or seek help from others on specific assignments. Instructors are expected to educate students about the legal and ethical restrictions placed upon creative work and about the consequences of dishonesty in the professional world.

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

Academic dishonesty includes but is not limited to:

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

Statement of Ethical Responsibility for Research Involving Human Subjects

New School faculty and staff engaged in research or supervising student research projects must be aware of their responsibilities for ethical conduct in any project involving the use of human subjects. Faculty and staff are responsible for research done by students under their supervision with respect to these matters. Each research design must be examined for possible risk to subjects. If even minor risk of physical, psychological, sociological, or other harm may be involved, the faculty or staff member must consult with the university Institutional Review Board. The full policy with guidelines and consent forms can be found on the website at www.newschool.edu/admin/provost.

Campus Crime Reporting and 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 website for the Department of Education, 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 in this country. The University in Exile, progenitor of The New School for Social Research, was established in 1933 in response to threats to academic freedom abroad. The bylaws of the institution, adopted when it received its charter from the State of New York in 1934, state that the “principles of academic freedom and responsibility … have ever been the glory of the New School for Social Research.” Since its beginnings The New School has endeavored to be an educational community in which public as well as scholarly issues are openly discussed and debated, regardless of how controversial or unpopular the views expressed are. From the first, providing such a forum was seen as an integral part of a university’s responsibility in a democratic society.

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

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

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

Under The New School’s Intellectual Property Policy, the university shall have a nonexclusive, royalty-free, worldwide license to use works created by its students and faculty for archival, reference, research, classroom, and other educational purposes. With regard to tangible works of fine art or applied art, this license will attach only to stored images of such work (e.g., slides, videos, digitized images) and does not give the university a right to the tangible works themselves. With regard to literary, artistic, and musical works, this license will attach only to brief excerpts of such works for purposes of education. When using works pursuant to this license, the university will make reasonable efforts to display indicia of the authorship of a work. This license shall be presumed to arise automatically, and no additional formality shall be required. If the university wishes to acquire rights to use the work or a reproduction or image of the work for advertising, promotional, or fundraising purposes, the university will negotiate directly with the creator in order to obtain permission.

**Use of Photographs**

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

**Family Educational Rights and Privacy Act**

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

**The Student Right to Know Act**

The New School discloses information about the persistence of undergraduate students pursuing degrees at this institution. This data is made available to all students and prospective
students as required by the Student Right to Know Act. During the 2011–2012 academic year, the university reports the “persistence rate” for the year 2010 (i.e., the percentage of all freshmen studying full time in fall 2010 who were still studying full time in the same degree programs in fall 2011). This information can be found under the common data set information on the Office of Institutional research website at www.newschool.edu/admin/oir.
opportunities, and human curiosity. Responding to changes in the marketplace of ideas, career opportunities, and human curiosity. Each area of study, degree program, and school within the university has a unique story—from the founding division’s focus on nontraditional students to the new approaches to design, management, urban policy, and the performing arts introduced by the divisions that have become part of The New School since the 1970s. Today undergraduate, graduate, and continuing education students still come to The New School expecting a university like no other. For that reason, the story of The New School’s seven divisions, themselves the products of continuous reinvention, occupies a special place in the history of higher education.

Eugene Lang College The New School for Liberal Arts

www.newschool.edu/lang

65 West 11th Street, New York NY 10011 | 212.229.5665

Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. What began as the experimental Freshman Year Program in 1972 and transitioned into the Seminar College in 1975 finally became a division of the university in 1985. This bold experiment in undergraduate education was named to honor educational philanthropist and New School trustee Eugene M. Lang. Students at Eugene Lang College enjoy small seminar-style classes taught by a faculty of prominent scholars, many of whom are also affiliated with The New School for Social Research. Lang is one of only a few liberal arts colleges in the country situated in the center of a major metropolitan area, a location that offers its students unsurpassed opportunities for civic engagement and internships.

Mannes College The New School for Music

www.newschool.edu/mannes

150 West 85th Street, New York, NY 10024 | 212.580.0210

Founded in 1916 by David Mannes and Clara Damrosch, Mannes became part of The New School in 1989. A leading conservatory of classical music, the college provides professional training for some of the most talented student musicians in the world. The comprehensive curriculum, the faculty of world-class artists, and the resources of a progressive university support students in their quest for virtuosity in vocal and instrumental music, conducting, composition, and theory. Like the students they teach, Mannes faculty members come from every corner of the world. They include performers and conductors from prominent orchestras, ensembles, and opera companies and renowned solo performers, composers, and scholars from every field of classical music.

The New School for Drama

www.newschool.edu/drama

151 Bank Street, New York, NY 10014 | 212.229.5150

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop here in the 1940s. His students included Marlon Brando, Walter.
Matthau, Harry Belafonte, Elaine Stritch, and Tennessee Williams. Piscator established a tradition of excellence in theater education that continues at The New School today. The graduate program in dramatic arts was introduced in 1994 to prepare talented individuals for careers as actors, playwrights, or directors. The school’s New York City setting offers students abundant opportunities to learn through observation as well as professional connections through the broadest career network in the country.

The New School for Jazz and Contemporary Music
www.newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.229.5896
Established in 1986, The New School for Jazz and Contemporary Music offers talented undergraduates an opportunity to train with professional artists from New York’s peerless jazz community. The New School employs a teaching model based on the tradition of the artist as mentor: Our students study and perform with some of the world’s most accomplished musicians and are immersed in the history, development, and latest incarnations of jazz, blues, pop, and all the ever-evolving genres of contemporary music. Learning takes place in the classroom, ensemble playing, one-on-one tutorial sessions, public performances, and master classes with legendary performers. Students develop their creative talents to meet the high standards of professional musicianship exemplified by the faculty.

The New School for Public Engagement
www.newschool.edu/publicengagement
66 West 12th Street, New York, NY 10011 | 212.229.5615
The New School for Public Engagement embodies the values that motivated the university’s founders in 1919. The division was formed in 2011 through the integration of The New School for General Studies, home of the founders’ adult and continuing education programs, and Milano The New School for Management and Urban Policy, created in 1975 to offer graduate study in public administration and civic life. The New School for Public Engagement is a unique academic enterprise. Its degree and certificate programs and continuing education courses connect theory to practice, support innovation in culture and communication, and encourage democratic citizenship through lifelong education. The New School for Public Engagement offers undergraduate and graduate degrees and professional certificates as well as hundreds of open-enrollment continuing education courses for adults in Greenwich Village and online.

The New School for Social Research
www.newschool.edu/socialresearch
16 East 16th Street, New York, NY 10003 | 212.229.5700
In 1933, The New School gave a home to the University in Exile, a refuge for German scholars fleeing persecution by the Nazis. In 1934, The New School incorporated this community as a graduate school of political and social science. In recognition of the graduate faculty’s unparalleled contribution to social science discourse, the division retains the name of The New School for Social Research. Opportunities abound for graduate students to cross disciplinary boundaries and collaborate with social scientists, humanists, designers, and artists in other divisions of the university. The New School for Social Research addresses the most relevant political, cultural, and economic concerns of the day while fostering the highest standards of scholarly inquiry.

Parsons The New School for Design
www.newschool.edu/parsons
2 West 13th Street, New York, NY 10011 | 212.229.8950
Parsons is one of the preeminent colleges of art and design in the world. Founded as the Chase School of Art in 1896 by artist William Merritt Chase and his circle, Parsons was renamed in 1936 for its longtime president, Frank Alvah Parsons, who dedicated his career to integrating visual art and industrial design. Parsons become part of The New School in 1970. The first institution to award university degrees in fashion design, interior design, and lighting design in the United States, Parsons has earned a national reputation as a school at the vanguard of design education. Students in its undergraduate and graduate degree programs hold themselves to exceptional standards of creativity and scholarship, developing their skills and building knowledge in laboratories, workshops, and seminars. Nonmatriculated students of all ages can participate in certificate and general art and design education programs for design professionals and anyone with an interest in art and design.

Visit the home page of each division for information about degrees offered and areas of study.