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About The New School

The New School prepares students to understand, contribute to, and succeed in a rapidly changing society, and thus make the world a better and more just place. We will ensure that our students develop both the skills a sound liberal arts education provides, and the competencies essential for success and leadership in the emerging creative economy. We will also lead in generating practical and theoretical knowledge that enables people to better understand our world and improve conditions for local and global communities.

For more, visit www.newschool.edu/mission-vision

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Joel Towers, Executive Dean, Parsons School of Design
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Maya Wiley, Senior Vice President for Social Justice

The New School in Brief

In 1919, a few great minds imagined a school that would never settle for the status quo, one that would rethink the purpose of higher learning. The New School was the result. Today it is a progressive university housing five extraordinary schools and colleges. It is a place where scholars, artists, and designers find the support they need to unleash their intellect and creativity so that they can courageously challenge convention. We dissolve walls between disciplines to create a community in which journalists collaborate with designers, architects with social researchers, artists with activists. Our academic centers in New York City and Paris offer almost 10,000 students more than 135 undergraduate and graduate degree programs uniquely designed to prepare them to make a more just, more beautiful, and better-designed world.

College of Performing Arts
newschool.edu/mannes
newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.580.0210
newschool.edu/drama
151 Bank Street, New York, NY 10014 | 212.229.5150

The College of Performing Arts is a progressive arts center housed within The New School, in the heart of New York City. Artists receive individualized training, becoming fearless risk takers who value real-world relevance, pursue excellence, and embrace collaboration. Celebrated faculty mentors guide students to take their place as artistic leaders who can make a positive difference in the world today.

We offer undergraduate and graduate degree programs for musicians, composers, actors, directors, writers, and performers of all kinds through three renowned schools: Mannes School of Music, the School of Jazz, and the School of Drama. Unlike small stand-alone conservatories, our performing art schools offer students the valuable opportunity to pursue interdisciplinary studies within a comprehensive university.

Mannes School of Music
Since 1916, Mannes has been rigorously training artists to engage with the world around them through music. By practicing—day in and day out—with some of the most revolutionary musicians anywhere, Mannes students have become world-renowned masters of their craft and the canon. Today, Mannes has transformed the traditional conservatory education by integrating our rigorous classical training with new music, improvisation, real-world experiences, and cross-disciplinary projects. Mannes also offers a program for adult learners, and a preparatory program for young people.

School of Drama
Founded in 1940s by Erwin Piscator as the Dramatic Workshop, the School of Drama interweaves rigor with creative experimentation. We focus on authenticity of expression and confront today’s most pressing societal issues through prose, composition, voice, and movement. Notable alumni include Marlon Brando, Walter Matthau, Harry Belafonte, Elaine Stritch, and Tennessee Williams, as well as more recent graduates like Adrienne Moore and Jason Kim. The School of Drama trains talented individuals for careers in the theater as actors, directors, and playwrights through undergraduate and graduate degree programs.

School of Jazz
Founded in 1986 by Arnie Lawrence, David Levy, and Paul Weinstein, The School of Jazz at The New School is renowned across the globe for its artist-as-mentor approach to learning. Students are immersed in the history and theory of and latest developments in jazz, blues, pop, and the ever-evolving genres of contemporary music. They learn from leading jazz and contemporary musicians, including Peter Bernstein, Cecil Bridgewater, Jeff Carney, and Jimmy Owens. Learning takes place in classrooms, student ensembles, one-on-one tutorials, public performances, and master classes.
**Eugene Lang College of Liberal Arts**
newschool.edu/lang
65 West 11th Street, New York NY 10011 | 212.229.5665

At Eugene Lang College of Liberal Arts, part of The New School in NYC, scholarly rigor meets intellectual freedom. Nearly a century ago, Parsons chose Paris, one of the world’s creative centers, as an ideal site in which to offer students an innovative academic path. Today, Parsons’ unique connections throughout Paris and with the rest of Europe and New York City give students a one-of-a-kind education in an intimate, atelier-like setting that fosters close collaboration and interdisciplinary learning.

Parsons Paris offers the following undergraduate and graduate degrees at its campus in the heart of the city:
- Art, Media, and Technology (BFA)
- Fashion Design (BFA)
- Fashion Studies (MA)
- History of Design and Curatorial Studies (MA)
- Strategic Design and Management (BBA)

In our historic building in the first arrondissement, students work closely with faculty and peers to establish the creative and professional practices needed to lead in emerging fields and global contexts. They benefit from the advantages of a flexible, American-style education in a city celebrated for its legendary artisanal traditions and access to makers and thinkers throughout the region. Local partners, including ENSAD (École Nationale Supérieure des Arts Décoratifs) and le Musée des Arts Décoratifs provide students with exceptional resources and enable them to explore studio practices in a French setting. Because Parsons Paris is part of The New School, students can collaborate and learn across disciplines—including complete minors—through travel to the New York campus and through online learning. They graduate with the creative network, critical abilities, and global orientation called for in the developing innovation economy.

**Parsons School of Design**
newschool.edu/parsons
2 West 13th Street, New York, NY 10011 | 212.229.8950

Parsons School of Design is the only major design school within a comprehensive university, The New School. Ranked by Quacquarelli Symonds 2015 World University Rankings as the country’s top art and design school, Parsons is at the vanguard of design education, providing artists, designers, and scholars with the skills needed to devise design-led approaches to complex contemporary challenges—from sustainability to social and economic inequalities to globalization in creative industries. A proven design education methodology produces graduates with a passionate commitment to technical mastery and reflective practice through inquiry, radical ideas, iterative experimentation, and creative collaboration. In addition to its bachelor’s, master’s, and associate’s degree programs, Parsons offers general art and design courses and certificate programs for students of all ages.

Parsons offers undergraduate and graduate degrees at its five schools:
- School of Art and Design History and Theory (ADHT)
- School of Art, Media, and Technology (AMT)
- School of Constructed Environments (SCE)
- School of Design Strategies (SDS)
- School of Fashion (SOF)

Students pursue degrees at Parsons’ home campus in New York City and at Parsons Paris. They also gain international experience taking courses online and with partner universities worldwide.

**Schools of Public Engagement**
newschool.edu/publicengagement
66 West 12th Street, New York, NY 10011 | 212.229.5615

These schools and programs are designed for the intellectually curious and creative, at all stages of life and career, who are passionate about social justice around the world. Here students are asked to challenge what others take for granted. We offer innovative graduate and undergraduate programs in media, creative writing, languages/TESOL, international affairs, policy, and management that integrate real-world practice with cutting-edge theory.

**Bachelor’s Program for Adults and Transfer Students**

Designed specifically for adults and transfer students seeking an alternative to the traditional four-year college experience, the bachelor’s program offers flexible study options (including part-time and full-time study), a curriculum tailored to individual goals, and credit for workplace experience.

**Milano School of International Affairs, Management, and Urban Policy**

The Milano School offers graduate programs designed for students dedicated to addressing social, economic, environmental, and political issues. Students gain a truly global and multidisciplinary perspective on real-world problems through intellectually rigorous study as well as hands-on experiences. This renowned school takes advantage of the extensive resources available throughout New York City, its celebrated faculty, and its extraordinary partnerships in the private and public sectors.

**Creative Writing Program**

**Concentrations in Fiction, Nonfiction, Poetry, Writing for Children**

In less than 20 years, The New School’s Master of Fine Arts in Creative Writing has become one of the world’s best-respected graduate writing programs, attracting promising writers from all corners of the globe who shape the contemporary literary landscape and related industries, and have the opportunity to live the writer’s life in New York City.

**School of Media Studies**

Our media studies programs are based on the belief that media can be a tool for social good. Students learn to think critically about the history of media and its evolving forms, with the aim...
of designing solutions to real problems. They are prepared for careers as media makers, critics, managers, and entrepreneurs able to interpret and improve our highly mediated world through critical reflection.

**School of Languages**

The ability to communicate across languages and cultures is an essential skill in a global economy. The School of Languages offers degree and certificate programs in English language instruction, and for-credit, open enrollment, and weekend immersion courses in more than a dozen foreign languages.

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**The New School for Social Research**

[newschool.edu/socialresearch](http://newschool.edu/socialresearch)

6 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 scholars fleeing persecution by the Nazis. Today The New School for Social Research (NSSR) is an internationally renowned graduate school where scholars, practitioners, and innovators guide students to understand the world around them in intellectually intense, heterodox ways. Our interdisciplinary master’s and doctoral degree programs in the social sciences break with traditional modes of thinking. Students build new knowledge through research, become critical and creative scholars, and learn to grapple with the tensions of contemporary society.

**ACREDITATION**

The New School has been regionally accredited by the Middle States Commission on Higher Education, a federally recognized body, (MSCHE, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; 216-284-5000), since 1960. All degree programs at the New York City campus of The New School are registered by the New York State Department of Education (NYSED, 89 Washington Avenue, Albany, New York 12234; 518-474-1551). Both NYSED and MSCHE provide assurance to students, parents, and all stakeholders that The New School meets clear quality standards for educational and financial performance.

Parsons Paris is a registered branch campus of The New School and is accredited by MSCHE and the National Association of Schools of Art and Design (NASAD, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700). In addition, Parsons Paris has the authorization of the French Ministry of Education to operate in France.

The appropriate professional educational agency or board accredits professional curricula at The New School.

Accrediting agencies of individual programs are listed below.

- The master’s program in Architecture has been accredited by the [National Architectural Accrediting Board](https://www.naab.org) since 1994.
- The graduate Clinical Psychology program has been accredited by the [American Psychological Association](https://www.apa.org) since 1981.
- The master’s program in Public and Urban Policy has been accredited by the [National Association of Schools of Public Affairs and Administration](https://www.navpaa.org) since 1988.

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**HEOA AND DISTANCE LEARNING**

The New School monitors developments in state laws in every state. If authorization or licensure is necessary or becomes necessary, The New School will obtain the required additional approvals. The New School is currently authorized, licensed, exempt, or not subject to approval in 36 states. For additional information for students enrolling in a New School online program, see [newschool.edu/provost/accreditation](http://newschool.edu/provost/accreditation).

**ACADEMIC PROGRAMS CODES**

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**The New School for Social Research**

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**University-Wide Subject Codes**

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<td>UTNS</td>
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<td>UXGA</td>
<td>General Assembly</td>
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GRADUATION & RETENTION RATES

DEFINITIONS

FULL-TIME/FIRST-TIME FRESHMAN refers to a student who has no prior postsecondary experience and attending The New School for the first time at the undergraduate level. This includes students who: (1) are enrolled in academic or occupational programs; (2) are enrolled in the fall term who attended college for the first time in the prior summer term; and (3) entered with advanced standing (i.e. with college credits earned before graduation from high school).

GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION 100 percent corresponds to four years for 4-year bachelor programs and five years for 5-year BA/BFA pathway. For example, the four-year graduation rate for the first-time/full-time freshmen degree cohort entering in fall 2008 is measured in fall 2012.

GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION 150 percent corresponds to six years for 4-year bachelor programs and 7.5 years for 5-year BA/BFA pathway. For example, the six-year rate graduation for the first-time/full-time freshmen degree cohort entering in fall 2008 is measured in fall 2014.

NEW GRADUATE-LEVEL (MASTERS) refers to a student who may or may not have taken prior graduate-level classes, but is new to The New School graduate-level.

PELL RECIPIENT refers to an undergraduate student who received funds from the Federal pell grant program at the time of entry.

STUDENT TIME STATUS described as either full-time or part-time refers to the proportion of time a student is enrolled in a given term, as measured by the number of credits a student is taking. The number of registered credits to be considered full-time or part-time differs for undergraduate and graduate students.

UNDERGRADUATE TRANSFER-IN STUDENT refers to a student entering The New School for the first time but known to have previously attended a postsecondary institution at the undergraduate level. The student may transfer with or without credit.
## UNIVERSITY-LEVEL SUMMARY

### ENTERING COHORT(COUNT) AND RETENTION, GRADUATION RATE (%)

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### BACHELORS (TRANSFER)

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# UNIVERSITY-LEVEL SUMMARY

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### GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION(%)

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### GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION(%)

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GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION: FIRST TIME/FULL-TIME FRESHMEN IN BACCALAUREATE DEGREE

U.S. Citizens  Non-Resident Aliens
GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION: FIRST TIME/FULL-TIME FRESHMEN IN BACCALAUREATE DEGREE

U.S. Citizens  Non-Resident Aliens

<table>
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Graduation rate within 100% and 150% of normal time to completion: full-time undergraduate freshmen Pell and Non-Pell Recipients in baccalaureate degree

### Graduation Rate within 100% of Normal Time to Completion (%)

<table>
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<tr>
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<th>Pell Recipients</th>
<th>Non-Pell Recipients</th>
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</thead>
</table>

### Graduation Rate within 150% of Normal Time to Completion (%)

<table>
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<th></th>
<th>Pell Recipients</th>
<th>Non-Pell Recipients</th>
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</thead>
</table>

### Graduation Rate within 100% and 150% of Normal Time to Completion: Full-time undergraduate freshmen Pell and non-Pell Recipients in baccalaureate degree by gender

#### Graduation Rate within 100% of Normal Time to Completion (%)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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</thead>
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#### Graduation Rate within 150% of Normal Time to Completion (%)

<table>
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<tr>
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<th>Male</th>
<th>Female</th>
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<tbody>
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<td>Fall 2006</td>
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<td>----------</td>
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</tr>
<tr>
<td>66.3</td>
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</table>
ABOUT THE NEW SCHOOL FOR SOCIAL RESEARCH

The New School for Social Research is one of five divisions of The New School, a private university founded in New York City in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, The New School enrolls more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts, social sciences, art and design, management, and performing arts. The New School offers programs and courses online as well as on campus. All the divisions and programs of the university boast a notable faculty, excellent resources, small class sizes, and innovative curricula.

ADMINISTRATION

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MESSAGE FROM THE DEAN

The New School for Social Research is a remarkable institution—a place that thinks continuously about how to build out its legacy of advancing economic justice, driving social change, and defending democratic values. Students and faculty come to NSSR, not just to conduct path-breaking research, but also to contribute to our tradition of challenging academic orthodoxy and asking big questions about society. We have a distinctive intellectual tradition that thrives on academic rigor and public debate. Our programs nurture close collaboration between students and professors. And we are engaged in the political and cultural life of New York City, while driving popular and academic debates around the world.

As The New School prepares to celebrate its centenary, we look forward to participating in discussions about both our history and its impact on our approach to the most pressing issues of our day. It is an opportunity to reflect on our mission and renew our commitment to the faculty, programs, and initiatives that make this university such a dynamic place.

Within our broader institutional context, The New School for Social Research has its origins in the University in Exile, which was founded in 1933 to provide safe harbor to a group of distinguished scholars fleeing Nazism. Its early goal was to create a place where intellectuals could freely pursue social science research, influence global policy debates, and mentor future generations of scholars.

Today’s New School for Social Research is a remarkable product of this history. It embraces both political scientist Charles Beard’s 1919 insistence on “an impartial and open-minded consideration of present difficulties” and Hannah Arendt’s 1971 plea that scholars avoid ideas that “have the socially recognized function of protecting us against reality.”

The result is a place where contemporary scholarship in the social sciences, history, and philosophy takes many forms, while drawing on a foundation of rigorous social theory. Our faculty and students engage with this scholarship, not only in their departments and classrooms, but also in centers like the Zolberg Institute on Migration and Mobility, the Graduate Institute for Design, Ethnography, and Social Thought, the Institute for Critical Social Inquiry, the Democracy and Diversity Institute, the Schwartz Center for Economic Policy Analysis, the Heilbroner Center for Capitalism Studies, and in many other venues across The New School.

We continue to explore new ways to deliver the insights generated on our campus to an even broader audience. In addition to the countless public programs and events hosted by NSSR, we have been proud to see the growth of our online magazine Public Seminar, which brings scholarly insights to broad audiences. In 2016, it saw more than one million pageviews, and our students and faculty continue to add to the important conversations that it fosters. We encourage the wider community to engage with Public Seminar as a gateway into some of the best work happening at The New School for Social Research.

Members of our faculty produce research that inflects scholarship and public policy. Highlights of their work can be found at Research Matters, a New School for Social Research publication launched in 2014. Notable examples include recent books by anthropologist Ann Stoler; economist Anwar Shaikh; liberal studies faculty Noah Isenberg; philosopher Alice Crary; political scientist Deva Woody; and sociologists Andrew Arato, Terry Williams, and Robin Wagner-Pacifici. Groundbreaking work by psychologists Miriam Steele and Emanuele Castano has been cited by outlets like The New York Times, where philosopher Simon Critchley moderates The Stone, perhaps the world’s biggest platform for a philosopher.

As Dean of The New School for Social Research, I am proud of the achievements of our students, faculty, and alumni. I remain passionate about the work that we produce here and look forward to another successful academic year.

William Milberg
Dean and Professor of Economics
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BLit 1962, Oxford University

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David Schwartzman
Professor Emeritus of Economics
PhD 1953, University of California at Berkeley

David Shapiro
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PhD 1950, University of Southern California

Lance Taylor
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Louise Tilly
Professor Emerita of Sociology
PhD 1974, University of Toronto

Yirmiyahu Yovel
Professor Emeritus of Philosophy
PhD 1968, Hebrew University, Jerusalem
ACADEMICS

The New School for Social Research admits students to graduate study based on academic achievement, evidence of strong motivation, and leadership potential as revealed in their applications. A baccalaureate degree from a U.S. college or university or the equivalent degree from a foreign institution is a prerequisite for admission to all programs. Students in the process of completing a bachelor’s degree (or foreign equivalent) can be admitted contingent upon completion of the bachelor’s degree.

Students hoping to earn a PhD usually must apply to a master’s program and, upon completing the master’s degree, may apply to be admitted to doctoral study at the discretion of the department. In the departments of Economics, Philosophy, Politics, and Sociology, a student with a comparable master’s degree can apply for direct entry to a PhD program. In the Department of Psychology, a student who already holds a comparable master’s degree or has at least 18 transferable credits may apply for advanced standing in a master’s program and seek acceptance to the Cognitive, Social and Developmental Psychology PhD program after fulfilling remaining course requirements in residence at The New School for Social Research.

Prospective students may attend an NSSR information session or to meet individually with an admission counselor. Find Admission Events for dates and contact information on www.newschool.edu/admission.

Office of Admission

College Liaison

Dana Messinger, Director of Graduate Admission
Henry Watkin, Associate Director of Graduate Admission
Joshua Kraemer, Assistant Director of Graduate Admission

Office of Graduate Admission

The New School
79 Fifth Avenue, 5th Floor
New York, NY 10003
212.229.5710 or 800.523.5411 (toll free in the U.S. and Canada)
Fax: 212.627.2695
Email: socialresearchadmit@newschool.edu
Hours: Monday–Thursday, 9:00 a.m.–6:00 p.m.; Friday, 9:00 a.m.–5:00 p.m. Closed for university holidays.

Admission Staff

Dana Messinger, Director Admissions, The New School for Social Research
Merida Escandon Gasbarro, Director, Schools of Public Engagement Graduate Programs
Courtney Malenius, Director, Parsons School of Design Graduate Programs
Rachel Balma, Assistant Director, Graduate Programs
Sharon Greenidge, Assistant Director, Graduate Programs
Karl Ramos, Assistant Director, Graduate Programs
Josh Kraemer, Admission Counselor, Graduate Programs
Naomi Spencer, Office Manager

Contact Information

For more information about The New School for Social Research, please add your name to our mailing list by contacting The New School for Social Research Graduate Admission Office at socialresearchadmit@newschool.edu.

APPLICATION PROCEDURES AND POLICIES

The New School requires prospective new students to submit their applications online. Links to all the forms and instructions can be found on The New School for Social Research’s website at www.newschool.edu/nssr/admission. Prospective students who encounter difficulties with the online application should email enroll@newschool.edu. The list of materials required for application and instructions for applying to NSSR programs can be found on The New School’s website, www.newschool.edu/nssr/application-instructions/. International applicants should also refer to www.newschool.edu/nssr/internationalapplicants/.

Current or former master’s students from NSSR should apply for PhD study through their department’s “internal” process. Contact the department for more information.

All applicants who are U.S. citizens or permanent residents and who received his or her bachelor’s degree within the five years immediately preceding the date of submission of the applications are required to take the Graduate Record Examination (GRE) published by the Educational Testing Service (ETS). Only the General Test is required, and subject test scores should not be reported. Applicants should request ETS to report their GRE scores to Institution No. 2501, The New School for Social Research. U.S. citizens and permanent residents who received their bachelor’s degrees more than five years prior to submitting their applications, and all international applicants, are exempt from the requirement to submit GRE scores.

Application Deadlines

New students are admitted for fall and spring semesters. The deadlines for receipt of all application materials are August 1 for the fall semester and October 15 for the spring semester. International applicants should apply by June 1 to allow sufficient time for a visa application if they are admitted. Prospective students who wish to be considered for admission and full-funding scholarships must apply by January 5 for the next fall semester. Applications completed after January 5 are considered for admission and partial scholarships on a rolling basis. Applications are not considered complete until all the information requested in the application instructions has been received by the Office of Admission.

Deferral Policy

The New School for Social Research permits deferral of admission only in very exceptional cases. An admitted student who wishes to petition for a deferral must send an email or letter to the director of Admission, stating the reason why he or she needs to postpone enrollment. Petitions are reviewed on a case-by-case basis, and decisions are sent by email.
Unless a deferral is granted, an admitted student who cannot enroll in the semester for which he or she was admitted and who wishes to enroll at another time must reapply. Questions about reapplication should be directed to the Office of Admission.

All materials submitted as part of any application for admission become the property of The New School and will neither be returned to the applicant nor transmitted to a third party. Applicants are strongly encouraged to make copies of all documents for their personal records.

Readmission

Previously matriculated students who fail to register for four semesters or more must apply for readmission if they wish to enroll again. Please review www.newschool.edu/nssr/download-application-materials for application instructions, or contact the Office of Admission. If readmitted, students must pay a readmission fee equivalent to maintenance of status for four semesters (according to the fee schedules for the four semesters immediately preceding enrollment), plus tuition or maintenance of status fees for the current semester. They must also pay university and divisional fees for the current semester.

Readmitted students must meet degree requirements as outlined in the catalog for the year in which they are readmitted. Readmitted students are not exempt from time-limit requirements. Students who have exceeded the time limit for completion of the degree may be required to take additional courses. Students who are readmitted to a program more than ten years from the time of their previous matriculation must replicate all degree requirements, including required courses.

Application forms and instructions for readmission can be downloaded from www.newschool.edu/nssr/download-application-materials.

Regular admission policies and deadlines apply.

Applicants With Foreign Credentials

All applicants with foreign credentials 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. For more information about foreign transcripts, visit www.newschool.edu/admission. NSSR follows the guidelines of the American Association of Collegiate Registrars and Admission Officers and of NAFAA: Association of International Educators in determining eligibility for admission of students holding degrees from foreign institutions.

International Academic Credentials with Transfer Credits: Applicants who attended post-secondary institutions outside of the U.S. are required to have their transcript(s) evaluated by World Education Services (WES) or by another member of the National Association of Credit Evaluation Services (NACES). A course-by-course evaluation must be prepared for each transcript.

If using WES, visit www.wes.org for instructions and to begin the application process. The “Required Documents” section will explain what to send. Applicants requesting a report online should search for “The New School” when selecting our institution. WES will send a completed evaluation directly to The New School.

If using another NACES provider, follow instructions for that provider. Mailed evaluations and translations should be sent to the mailing address provided for supporting materials. Applicants forwarding these sealed documents should include an Application Materials Cover Sheet.

Visiting Students

Every year, The New School for Social Research accepts as visiting students a small number of highly qualified scholars enrolled in graduate programs outside of the United States. Visiting students are expected to register for the equivalent of a full-time course load: three courses (nine credits) per semester for either one or two semesters. A visiting student subsequently admitted to a degree program at The New School for Social Research may petition to have the credits earned as a visiting student applied to the degree requirements. Visiting students are not eligible for New School fellowships or scholarships unless they are part of an official exchange agreement between The New School for Social Research and a foreign university or funding program. Information on the Visiting Student program may be found at www.newschool.edu/nssr/visiting_students. Visiting student admission forms can be downloaded from www.newschool.edu/nssr/download_application_materials.

All transcripts, Test of English as a Foreign Language (TOEFL), and visa requirements apply. Because of the time required for processing documents, applicants for visiting student status should submit their applications at least two months prior to the start of the academic term in which they wish to begin study at The New School for Social Research.

International Students

The New School is authorized under federal law to enroll non-immigrant international students. Students who are not U.S. citizens or permanent U.S. residents (green card holders) must obtain an I-20/DS-2019 form before they can apply for a visa to study in the United States. It is essential that you begin the visa application process as soon as you receive the letter of acceptance from your program, as the process can take 90 days or longer. We recommend that you review Your 5 Steps to U.S. Study: Take the First Step at www.educationusa.info for a suggested timeline.

In your acceptance letter, you will find a link to our I-20/DS-2019 application website from which you can submit your I-20/DS-2019 application online. The same link is also available in the Accepted Students tab in my.newschool.edu. The I-20/DS-2019 application website is not accessible through the main International Student and Scholar Services website, so only students who have received an acceptance letter or whose my.newschool.edu account has been set up will have access to it.

After you complete and submit the online I-20/DS-2019 form, you must email the required supporting documents as a single
PDF file to iss@newschool.edu. Students without access to email can fax or mail hardcopies of documents, but this may delay processing. For more information visit www.newschool.edu/international-student-services/prospective-students.

Demonstration of English Language Proficiency
Every applicant must complete all correspondence and forms in English.

In order to qualify for application review, international applicants must demonstrate English language proficiency by achieving a score of at least 100 points on the Internet-based TOEFL. In lieu of the TOEFL, international applicants may take the International English Language Testing System (IELTS) published by the British Council; or can take the Pearson Test of English (PTE) Academic, published by Pearson Education Inc. A minimum aggregate score of seven on the IELTS or 68 on the Pearson PTE is required for application review.

Students are exempt from this requirement if English is their primary language. Also exempt are all international applicants, regardless of citizenship, who completed four years of undergraduate education and received a bachelor's degree from a regionally accredited college or university in the United States or from a university where English was the primary language of instruction.

Questions regarding the English language proficiency requirement should be directed to the Office of Admission. Applicants who seek exemptions on other grounds must petition the Office of Admission, which can be reached at socialresearchadmit@newschool.edu.

English Language Writing Diagnostic Examination
Entering international students, regardless of their score on any of the English language proficiency examinations mentioned in the previous section, must take NSSR’s Writing Diagnostic Examination before they can be permitted to complete enrollment. The test is administered during orientation week; for those who arrive late, it is also offered during the first week of classes. Testing at other times is by arrangement. Students who fail to demonstrate adequate academic writing skills on this examination will be required to take one semester, or in some cases two semesters, of the Academic Writing course offered by NSSR. Entering students who are citizens of Australia, Canada, Ireland, New Zealand, South Africa, or the United Kingdom of Great Britain and Northern Ireland are exempt from the requirement to take this examination. Students exempted from the English language proficiency tests for other reasons must nonetheless take the Writing Diagnostic Examination.

Non-Degree Students
Students not matriculated in a degree program at The New School who wish to register for courses at The New School for Social Research must apply for admission as non-degree students. Information on the non-degree program may be found at www.newschool.edu/nssr/non-degree-students, and the application form can be downloaded from www.newschool.edu/nssr/download-application-materials. A student in non-degree status may not register for more than two consecutive academic terms and is limited to two courses in any one term and three courses altogether (two in one term and one in another). After the Admission Office approves a non-degree student, he or she can register for courses by emailing Academic Affairs at NSSRAcademicAffairs@newschool.edu.

Non-degree students who wish to register for a second term must submit a new non-degree application listing the course(s) they wish to take and receive approval from the Committee on Admissions. They are not required to resubmit other application documents or pay another application fee. A non-degree student who takes only one course in each of two terms may not register for a third term.

Non-degree students are subject to the same academic expectations and evaluations as other students in graduate-level courses. They may audit one course per term, but only if they also take at least one course for credit in the same term. An audited course counts toward the three-course limit to which a non-degree student is subject. Non-degree students have full privileges at New School libraries, as well as academic computing and other academic facilities. A non-degree student who is subsequently admitted to a New School degree program may petition to have credits earned as a non-degree student applied to the degree requirements.

MAINTAINING ELIGIBILITY FOR INSTITUTIONAL FINANCIAL SUPPORT
Students whose scholarships cover 15–45 percent of their tuition costs are expected to maintain a term and cumulative GPA of at least 3.4. Those whose scholarships cover more than 45 percent of their tuition costs are expected to maintain a GPA of at least 3.6. Recipients of Prize, and Dean’s are required to maintain a minimum GPA of 3.7. Students become ineligible for continued financial support if they do not complete their courses in a timely manner—scholarship recipients can have no more than one-third of attempted credits incomplete and must comply with the policy deadline of one year to make up any incomplete grades. The New School is seldom able to provide institutional financial awards to cover doctoral candidacy fees or tuition for students enrolled in other than full-time coursework.

For non-institutional aid programs such as Federal Student Loans, minimum academic standards are generally less stringent. Current minimum academic standards for aid eligibility are published on the Student Services website under Student Financial Services (www.newschool.edu/student-financial-services). All recipients of financial aid should note that carrying forward incomplete grades (such as I, NP, or N) into future semesters jeopardizes academic progress and can result in disqualification from receiving any form of aid, including federal and state grants and loans (see Academic Standing and Financial Aid in this catalog). Each department of The New School for Social Research conducts a yearly academic review of every student and notifies them of their academic progress.
FELLOWSHIPS, SCHOLARSHIPS, ASSISTANTSHIPS, AND OTHER AWARDS

The New School for Social Research offers a variety of scholarships and other financial assistance to graduate students based on academic performance and need. Only matriculated students are eligible for institutional financial support. It is likely that any award will be extended through the first two years of an MA program to three years of PhD study as long as the student maintains steady progress in the degree program. The Committee on Admissions, Awards, and Scholarships establishes guidelines for the awarding of aid. In general, scholarships, fellowships, and other financial awards are made for an academic year. The Office of Academic Affairs at The New School for Social Research coordinates all fellowships, scholarships, assistantships, and other institutional awards for the division. For more information, visit www.newschool.edu/socialresearch.

New students: Students who wish to be considered for scholarships and fellowships must indicate their interest in this support on their application for admission to The New School for Social Research. Awards are based on a review of the complete application. If a scholarship is awarded, the amount will be indicated in the official letter of acceptance to the program. Those who complete the application process by January 5 will be considered for New School Prize Fellowships and Dean’s Fellowships. Applications received or completed after January 5 will be considered for other forms of financial assistance on a rolling basis.

Continuing students: Ongoing financial support is dependent on the recipient maintaining eligibility by complying with the standards and policies that pertain to any given award (see Student Financial Services at www.newschool.edu/student-financial-services). Students who receive scholarship support do not need to submit new applications. The exception is that a separate application and supplemental materials are required for the Statue Foundation Fellowship in Clinical Psychology for Immigrants and Refugees to Promote Diversity in Clinical Psychology at The New School, and Dissertation Fellowships. All forms are available at www.newschool.edu/nssr/financial-aid or by visiting the Office of Academic Affairs http://www.newschool.edu/nssr/academic-affairs. The application deadline is March 1 for the following academic year.

International Students

International students who qualify for financial aid are advised that the amount awarded rarely meets the full cost of tuition and never matches the full cost of living expenses. All foreign applicants are urged to research all sources of aid from government and private organizations in their own countries before leaving home, since it is difficult to obtain funding after arrival in the United States. Also, they should not expect to obtain university employment, as such opportunities are very limited. In addition, all fellowship or scholarship monies from U.S. sources that are not designated for university tuition or fees, such as stipends, travel grants, and research grants, are subject to a 14 percent U.S. income tax withholding unless, on the basis of a tax treaty, the student is exempt from U.S. income taxes.

Partial Tuition Scholarships

Eighty percent of incoming MA students at NSSR receive partial tuition scholarship support, ranging from 10 percent to 75 percent of tuition. Upon admission to the PhD program, these students compete for available fellowships with continuing students with or without stipends.

NAMED SCHOLARSHIPS

The following named scholarships are granted to outstanding students as partial tuition remission. Students do not apply directly for these awards. They are awarded to selected students upon admission.

Aron Gurwitsch Scholarship

This scholarship, in memory of Professor Aron Gurwitsch, is awarded annually to an outstanding student in Philosophy.

August Heckscher Scholarship

Established in 2000 by a gift from Mrs. August Heckscher, this scholarship is awarded annually to an outstanding graduate student in any program.

Reba Kirson Monness New School Associates Scholarship

This scholarship was established in memory of the late Reba Kirson Monness, who was an active member of the former New School Associates group. It is awarded annually to an outstanding graduate student in any program.

Reiner Schürmann Memorial Scholarship

This scholarship is awarded annually to an outstanding student in Philosophy.

Malcolm and Betty Smith Scholarship

Established in 2004 by a gift from Malcolm B. Smith, a university trustee and member of the division’s board of governors, and his wife, Betty, this scholarship is awarded annually to an outstanding student in Economics.

William B. Steerman Scholarship Fund

Established in memory of William B. Steerman, who was for many years the director of admission for the Graduate Faculty of Political and Social Science (now The New School for Social Research). This endowment provides support for recipients of Prize, Dean’s, and dissertation fellowships.

GRADUATE FELLOWSHIPS

Prize and Dean’s Fellowships

Up to five fellowships are provided annually in each academic program that offers a PhD degree. All fellowships come with full tuition scholarships; up to three of these come with a $20,000 annual stipend for three to five years; three-year fellowships are only for PhD students; and five-year fellowships are only for MA/PhD students.
The Schwartz Doctoral Fellowships in Retirement Equity Studies

Up to two three-year fellowships in Economics are awarded to doctoral students interested or engaged in research on retirement equity. These fellowships are co-sponsored by the Schwartz Center for Economic Policy Analysis (SCEPA). The fellows will join the Retirement Equity Lab, which investigates the political economy of retirement income insecurity for all Americans, the causes of the retirement crisis in the United States, work options for older Americans, and the political and economic forces pushing for an expansion of the labor supply of older workers. The Retirement Equity Lab also addresses intergenerational equity and the affordability of pension systems in the wake of other pressing public sector needs.

NSSR graduate students who have been admitted to the PhD program in Economics and are about to begin their doctoral studies are eligible to apply. PhD students with strong math quantitative skills, excellent writing skills, and an interest in these areas will be given priority.

The fellowship provides full tuition for up to 30 credits of the PhD coursework, followed by up to four semesters of fees and a $20,000 RA annual stipend in the first three years. Fellows will be expected to work as research associates at the Retirement Equity Lab for up to 20 hours per week during the three years during which they receive the stipend. The call for applications is issued by SCEPA in December, with a March 1 deadline to apply.

The Onassis Foundation Doctoral Fellowships in Ancient Greek Thought

Up to two three-year fellowships in Philosophy are awarded to doctoral students pursuing studies in ancient Greek thought. The fellows will work to develop dissertation proposals and, eventually, dissertations, in the area of ancient Greek thought (especially in drama, philosophy, political theory, history, and poetry). Also eligible are proposals that show the continuing relevance of ancient Greek thought for various areas in the history of philosophy and contemporary philosophy.

NSSR graduate students who have been admitted to the PhD program in Philosophy and are about to begin their doctoral studies in the 2017–18 academic year are eligible to apply.

The fellowship provides full tuition for up to 30 credits of the PhD coursework, followed by up to four semesters of fees and a $20,000 annual stipend in the first three years. Fellows will be expected to work with faculty members from the Philosophy department as research assistants, teaching assistants or teaching fellows, for ten hours per week during the three years in which they receive stipends.

The call for applications is issued by the Department of Philosophy in February, with a March 1 deadline to apply.

The Statue Foundation Fellowships in Clinical Psychology to Promote Diversity in Clinical Psychology

The goals of this privately funded program are to increase the availability of culturally competent mental health services and to increase scientific knowledge of issues related to sociocultural diversity, social justice, and mental health. The Statue Foundation provides funding to incoming or current doctoral students in clinical psychology who are committed to contributing to culturally engaged research, teaching, or practice that addresses the needs and concerns of underserved communities, including immigrants or refugees; racial, ethnic, or cultural minorities; low-income individuals and families; sexual minorities; individuals with disabilities, and so on. In addition, students who are interested in basic or clinical research that has clear relevance to such populations are also encouraged to apply.

The award covers annual tuition costs for one year. Students in the Statue Foundation Fellowship program contribute to the education of both their fellow students and faculty in the Clinical Psychology PhD program about issues and concerns relevant to populations that are often underrepresented or marginalized in mainstream clinical psychology. These issues include intersectionality and identity construction, prejudice and discrimination, the impact of poverty, acculturative stress, disparities in mental health care, and culturally adapted treatments.

To fulfill this mission, fellows are expected to organize colloquia, community, and/or departmental events relevant to these topics; conduct at least two presentations (on relevant research or clinical practice topics) to the department, university, or as part of a professional conference; and serve on the psychology department’s diversity committee. Fellowship recipients are also encouraged to collaborate with faculty on research that is culturally grounded and relevant to the specific concerns and issues of underserved communities. To assist with organizing efforts, students are also encouraged to connect with previously funded Statue Fellows and other divisional and campus organizations related to social justice, such as the Students for Social Justice and the Social Justice Committee.

Preference is given to applicants who have previously demonstrated a commitment to working with the populations or issues described above. The foundation is especially interested in applicants who are in the early stages of training, so that they will be available to mentor future fellows and support organizing efforts after their fellowship year. The call for applications is issued by the Department of Psychology in February, with a March 1 deadline to apply.

Teaching Fellowships

A limited number of teaching fellowships are available for doctoral candidates to teach undergraduate courses at Eugene Lang College, Parsons School of Design, and Schools of Public Engagement. The application deadline is normally in October for the following academic year. Fellowships are awarded on a competitive basis. Specific information about positions and application procedures is made available by the Provost’s Office each October. Find out more at www.newschool.edu/provost/graduate-student-teaching-program/
Dissertation Fellowships
Advanced doctoral students are eligible to apply for one-year dissertation fellowships, which come with a $10,000 stipend and payment of maintenance fees. Approximately four awards are available annually in each PhD program.

NAMED FELLOWSHIPS
The following fellowships are provided through the generosity of individual donors and are generally awarded as Prize or Dean’s Fellowships or as partial tuition scholarships. Students do not apply to these fellowships directly.

Frank Altschul Fellowship
This annual award for a distinguished graduate student in Politics is funded by the Overbrook Foundation to honor the long and influential association of Frank Altschul with The New School. The award varies depending upon need and may be used for tuition or as a living stipend support.

Richard J. Bernstein Endowed Prize Fellowship in Philosophy
This award for a distinguished graduate student in Philosophy honors Richard J. Bernstein, the Vera List Professor of Philosophy and former dean of The New School for Social Research. The fellowship is funded by an endowment contributed by members of the division board of governors, university trustees, and alumni.

The Imogen Bunting Fellowship
This fellowship is awarded annually to an outstanding graduate student in any field who combines scholarly promise with demonstrated commitment to the ideals of social justice and human rights. It honors the memory of Imogen Bunting, a brilliant student and beloved member of The New School community, who passed away in 2006 at the age of 25.

Walter and Vera Eberstadt Prize Fellowships
These merit fellowships are available to students pursuing degrees in the social sciences and philosophy. Each fellowship covers full tuition and a stipend, and is renewable for up to three years subject to annual review.

Ernestine Bradley Fellowship Fund
The endowment for this fellowship fund comes from the gifts of individual supporters. Awards are made to graduate students in all programs of The New School for Social Research based on need and merit.

Holocaust Memorial Fellowships
The fellowships listed below were established in 1990 by university trustee Vera G. List to memorialize nine children, ages two to 13, who perished in the Holocaust during World War II. Preference is given to students in Philosophy.

The Sara Borkshtein Fellowship in honor of 13-year-old Sara Borkshtein, born in Lombzb, Poland, in 1930 and perished in Auschwitz in 1943.

The Joseph Flattau Fellowship in honor of nine-year-old Joseph Flattau, born in Poland in 1933 and perished in Treblinka in 1942.

The Tillie Jakir Fellowship in honor of seven-year-old Tillie Jakir, born in Rudke, Poland, in 1935 and murdered in Lvov, Poland, in 1942.

The Abraam Kardasr Fellowship in honor of five-year-old Abraam Kardasr, born in Radchov, German Silesia, in 1938 and perished in Radziechow, Poland, in 1943.

The Genia Perelmuter Fellowship in honor of two-year-old Genia Perelmuter, born in Krzemieniec, Poland, in 1939 and perished in Kremnitz, occupied USSR, in 1941.

The Moshe Sarchon Fellowship in honor of 13-year-old Moshe Sarchon, born in Rhodes, Greece, in 1931 and perished in Auschwitz in 1944.

The Hedviga Schwartz Fellowship in honor of three-year-old Hedviga Schwartz, born in Prague, occupied Czechoslovakia, in 1940 and perished in Auschwitz in 1943.

The Sarah Sterner Fellowship in honor of eight-year-old Sarah Sterner, born in Kraków, Poland, and perished in Treblinka.

The Abraham Tabak Fellowship in honor of nine-year-old Abraham Tabak, born in Romania in 1935 and perished in Auschwitz in 1944.

Deborah Mitchell Fellowship
Established in memory of Deborah Mitchell, this fellowship is awarded annually to an outstanding doctoral candidate in Politics.

Ira Katznelson Fellowship
The New School Board of Trustees established this fellowship in 1990 in honor of Ira Katznelson, dean of The New School for Social Research (then the Graduate Faculty of Political and Social Science) from 1983 to 1990. This fellowship is awarded annually to one student in the division in recognition of outstanding academic achievement.

Alexander and Ilse Melamid Fellowship
This endowment, established by a gift from Alexander Melamid (PhD in Economics, 1951) and Ilse Melamid, a former registrar of the division, funds one Prize Fellowship and one dissertation fellowship annually.

Jane Evans Fellowship
This endowment, established from the revocable trust of Jane Evans, provides support for Prize and Dean’s Fellowships. Dr. Evans, who died in 2004 at the age of 96, established the trust in 1996 with The New School as one of three beneficiaries. She was an advocate for human rights and world peace at all times and a leader in aiding displaced persons and survivors of Nazi persecution. As chairman of the American Jewish Conference’s Commission on Displaced Persons during World War II, she led delegations to the United Nations Relief and Rehabilitation Administration.
Chiune Sugihara Fellowship
Established in 1995 with a gift from university trustee Vera G. List, a university trustee, this fellowship honors the memory of Chiune Sugihara, who saved many Jews during the Holocaust.

Alfred and Cecile Mundheim Fellowship
This endowment, established in memory of Alfred and Cecile Mundheim, provides support for Prize, Dean’s, and dissertation fellowships.

FELLOWSHIPS AND SCHOLARSHIPS FOR INTERNATIONAL STUDENTS
In addition to the fellowships and scholarships listed above, The New School for Social Research offers a number of scholarships reserved for international students. Except as indicated, separate application is not required.

Alvin Johnson–University in Exile Memorial Fellowship Fund
In 2009, to commemorate the 75th anniversary of the University in Exile, established by The New School in 1934 by President Alvin Johnson, the university established this fellowship fund, which is supported by the university’s endowment. The fellowship provides full tuition and a living stipend for up to two exceptional German students to study in any graduate program of The New School for Social Research. A German national educational organization nominates candidates from among the German students who have applied for admission; the fellowships are awarded by the division.

The first awards were made for the 2010–2011 academic year. For more information, contact Vice Dean Robert Kostrzewa at kostrzer@newschool.edu.

Dorothy Hart Hirshon Fellowship
Established by the board of trustees of the university in honor of Dorothy Hirshon, chairman of the board from 1980 to 1985, in recognition of her enduring commitment to the ideals of the University in Exile, the Hirshon Fellowship is awarded annually to support graduate study in any program of The New School for Social Research. A German national educational organization nominates candidates from among the German students who have applied for admission; the fellowships are awarded by the division.

The first awards were made for the 2010–2011 academic year. For more information, contact Vice Dean Robert Kostrzewa at kostrzer@newschool.edu.

Janey Fellowships
Established in 1991 by the Rothenberg family as part of the Janey Program in Latin American Studies, these fellowships provide financial support for graduate students from Latin America studying in any program at The New School for Social Research.

Katarzyna Kalwinska Fellowship
This fellowship was endowed by university trustee Vera G. List in honor of Katarzyna Kalwinska, a Polish citizen, for her heroism in by hiding Jewish concentration camp escapees from the Nazis. When asked why she chose to risk her life for others, Mrs. Kalwinska, a deeply religious Roman Catholic, said: “If God had wanted me to die because I saved Jews, I was ready to go on the cross like Jesus.” This fellowship is awarded annually to a student from Poland, so that Mrs.

Kalwinska’s humanitarian acts would serve as a permanent inspiration to her countrymen and all mankind.

Vera G. List Fellowship
This fellowship, named for late trustee Vera G. List, is awarded annually to a student from the Netherlands. A panel of distinguished scholars from Dutch universities nominates candidates from among their countrymen who have been admitted to any program at The New School for Social Research. For more information or to apply, contact Netherlands America Commission for Educational Exchange, Herengracht 430, 1017 BZ Amsterdam, Netherlands; telephone 31 20 53 15 930.

Leo Model Fellowship
Established in 1993 by the Leo Model Foundation and friends of Leo Model, this fellowship is awarded to a student from Israel in any program at The New School for Social Research.

Guna S. Mundheim Fellowship
This fellowship was established in 2003 by a gift from Robert Mundheim, a university trustee, in honor of his wife, Guna, a native of Latvia. It is awarded annually to a student from Latvia to encourage Latvians to study in the United States in the hope that they will use the education acquired at The New School for Social Research to contribute to the development of their homeland.

Raoul Wallenberg Memorial Scholarship
Established in memory of Raoul Wallenberg, a Swede who saved the lives of thousands of Hungarian Jews during World War II, this scholarship is awarded annually to a student in any program of university who is Swedish or of Swedish descent. If the award is made through The New School for Social Research, the scholarship is awarded at the time of admission and provides partial support for one year of study.

Ruth Westheimer Fellowship
This fellowship was established in 1991 by Dr. Ruth Westheimer, in gratitude for the assistance she received as a New School student in the 1950s. The award is made annually to an international student in any program of The New School for Social Research to cover part of the cost of tuition. Preference is given to students who, like Dr. Westheimer, have come to the United States seeking intellectual and personal freedom.

Thanks to Scandinavia Scholarship
This award is made possible by gifts to the Thanks to Scandinavia Organization from late university trustee Vera G. List and others in appreciation for the people in Scandinavian countries who helped rescue Jews from the Holocaust during World War II. Students in any program of The New School for Social Research are eligible. Candidates apply in their home countries through these foundations: Denmark–Amerika Fondet, League of Finnish–American Studies, Sverige–Amerika Stiftelsen, and Norge–Amerika Foreningen.
Frieda Wunderlich Scholarship
Frieda Wunderlich Scholarships are awarded to qualified foreign students in any program at The New School for Social Research. Funds are limited, and awards usually supplement other financial assistance.

Ruth W. Berenda Fellowship
Established by an alumna of The New School for Social Research as a tribute to her beloved professors Max Wertheimer and Wolfgang Kohler, this fellowship is awarded annually to an outstanding doctoral candidate in psychology whose research relates to the central concerns of the Gestalt psychologists—perception, memory, thinking, etc.

Eberstadt Dissertation Fellowships
The Eberstadt Dissertation Fellowship Fund was established in 1994 by members of the Visiting Committee of Graduate Faculty of Political and Social Science in honor of Walter A. Eberstadt, founding chair of the committee from 1983 to 1994, in recognition of his leadership and commitment to The New School for Social Research. One award is made annually to a promising doctoral candidate in any department at NSSR.

Elinor Goldmark Black Fellowship for Advanced Studies in the Dynamics of Social Change
This fellowship was established by Algernon D. Goldmark Black to assist outstanding PhD students at The New School for Social Research whose studies and personal lives demonstrate a commitment to furthering international peace, social equality, and democracy, especially in the United States.

Brecht Dissertation Fellowships
This fellowship, in memory of Arnold Brecht, is awarded every two years to an outstanding doctoral candidate in Politics.

David M. Gordon Dissertation Fellowship
This fellowship, established in memory of the late Professor David M. Gordon, supports students working dissertations in economics, with priority consideration given to those whose topics reflects Professor Gordon’s interests.

John R. and Elsie Everett Fellowship
This fellowship was established by the board of trustees in 1982 to honor of Dr. John Rutherford Everett, president of The New School for Social Research from 1964 to 1982, and his wife, Elsie, who generously shared in his burdens. It is awarded annually to a doctoral student who demonstrates not only outstanding academic ability, but also originality of thought that marks the recipient as likely to make a significant contribution to knowledge, the arts, or the community.

Robert Heilbroner Fellowship
The Robert Heilbroner Fellowship honors the memory of the beloved Norman Thomas, Professor Emeritus of Economics, who passed away in 2005. It is awarded annually to support a doctoral candidate in economics.

Hiram J. Halle Fellowship
This fellowship is awarded annually to several doctoral candidates in any field, who, in the opinion of their faculties, show evidence of unusual competence and originality.

Alvin Johnson Fellowships
These fellowships were endowed in 1969 by the generosity of Frank Altschul, of New York City, to honor Alvin Johnson, the first president of The New School. Fellowships are awarded annually to doctoral candidates in any field, at NSSR, who show unusual scholastic promise.

Arthur J. Vidich Dissertation Fellowship
This fellowship was established in 2008 in memory of Professor Arthur J. Vidich to benefit students working on dissertations in sociology, with priority consideration given to those pursuing topics that were of interest to Dr. Vidich, including community studies, modern bureaucracies, and culture and politics, particularly those whose research requires fieldwork.

Janey Summer Research Fellowships
Established in 1991 by the Rothenberg family, these awards, sponsored by the Janey Program in Latin American Studies, support doctoral dissertation research in Latin America.

Other Awards
During their studies at the NSSR, students are eligible to apply for other forms of support aimed at their professional development, such as travel and research awards, conference funds, student fee board awards, as well as special fellowships offered by centers and institutes at the university, such as the Graduate Institute for Design, Ethnography, and Social Thought.

Graduate Assistantships
Teaching and research assistantship positions are available to doctoral students and second year master’s students. Upon admission to the doctoral program, students are also eligible to teach their own courses as teaching fellows in undergraduate programs at The New School.

NEED-BASED SCHOLARSHIPS AND GRANTS

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
Occupational and Vocational Rehabilitation Program

The New School is an eligible institution for the New York State Occupational and Vocational Rehabilitation Program. 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 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 educational 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.

EXTERNAL FUNDING

In recent years, students in The New School for Social Research have successfully competed for awards from the Social Science Research Council, Fulbright Foundation, Guggenheim Foundation, Fulbright-Hays Program, Wenner-Gren Foundation, National Institutes of Health, Javits Fellowship Program, German Academic Exchange Service, American Sociological and Politics Associations, and Association of American University Women, to name a few.

The NSSR Career Services office maintains information on private and public grants and external financial assistance programs. Most of these programs support graduate students’ research, although some will support students engaged in coursework.

All students at The New School for Social Research have access to the Community of Science Funding Opportunities, an online database of private and government funding sources for students and faculty. Check out pivot.cos.com.

NSSR students should also refer to the appropriate policies relating to external funding and research in the University Policies portion of the catalog.

ACADEMIC CALENDAR

The University’s Academic Calendar may be found at www.newschool.edu/registrar/academic-calendar.
the dates scheduled annually by each department. Oral examinations are scheduled individually but generally not between May 17 and September 1, unless by special permission. A student who takes a written or oral qualifying examination after May 17 cannot expect conferral of the degree at the May commencement.

Master’s degree candidates must apply to their departmental student advisor, normally two months in advance, to take the qualifying examination. A candidate who fails the examination may take it a second time within two years, at most, of the first examination (or according to the guidelines of the department).

Master of Philosophy (MPhil)

The degree of master of philosophy is conferred in anthropology, economics, philosophy, politics, psychology (Cognitive, Social and Developmental only), and sociology on doctoral candidates who have fulfilled satisfactorily all the requirements for the PhD except the dissertation proposal defense, dissertation, and dissertation defense. A registered student in good standing who has fulfilled the degree requirements should contact their department for the MPhil degree, which is subject to the approval of the department chair. Note: No student will be readmitted or re-enrolled in a graduate program for the purpose of receiving the MPhil degree.

DUAL DEGREES AND ALTERNATIVE PATHWAYS OF STUDY

The New School’s Bachelor’s-Master’s program provides an accelerated path for students to earn both an undergraduate and graduate degree. For a complete list of Bachelor’s-Master’s tracks, or to apply, visit: http://www.newschool.edu/bachelors-masters/

Undergraduate students who are not in the Bachelor’s-Master’s program have the option of taking 12-16 credits of graduate-level courses, which may be double counted, or applied, towards a graduate degree in the future. Students should consult with their advisors about this “swing credit” option, and for guidance on appropriate graduate courses.

DOCTOR OF PHILOSOPHY (PHD)

General Requirements

To be awarded a PhD degree, a student must demonstrate mastery of research and the ability to: conduct independent research in a field by completing all the course requirements of the major (and minor, if any) field of study, demonstrate working knowledge of a foreign language, pass a comprehensive written examination in the major field of study (and the minor, if required), submit an acceptable dissertation proposal (and pass an oral examination) for admission to doctoral candidacy, and write and successfully defend a dissertation (an original contribution to knowledge in the major field).

Doctoral Examinations

Most departments require students to pass at least one comprehensive examination to be admitted to candidacy for a PhD degree. In most cases, a student must complete at least 45 credits prior to taking the examination(s) and have at least a 3.0 GPA (higher in some departments). Some departments require examinations in both the major and minor fields of study. Doctoral examinations test a student’s range and depth of knowledge and are not necessarily restricted to material covered in required courses. Written application to take a doctoral examination should be made to the department at least two months before the scheduled date of the exam. Students must check with their major departments for any additional requirements.

Dissertation Proposal Defense (Oral Examination)

The dissertation proposal defense (sometimes referred to as the oral examination) is a formal justification of a planned dissertation project. In any program where a proposal defense is required, students must pass it to be admitted to PhD candidacy. The dissertation proposal is defended to a committee of no fewer than three faculty members from the department; the department chair and dissertation supervisor must approve anyone from outside the department to serve on the committee. The defense of any final dissertation will require a fourth reader from outside the discipline, so students should integrate their fourth reader into the proposal defense. Those who do not wish to integrate a fourth member at the proposal stage should be prepared to explain this and request a dean’s representative for the final defense. (See the section on Fourth Member of Dissertation Defense in this catalog.) Some departments schedule workshops to assist students in preparing dissertation proposals. Written application to take the oral examination should be made to the department at least two months prior to the expected date of the proposal defense. A candidate who fails the oral examination may ask for reexamination within two years of the date of the first examination. Students must check with their major departments for any additional requirements.

Course Requirements

Students are responsible for understanding and completing the course requirements for their PhD, which are published in the department sections of this catalog. The required credits (usually 60; in clinical psychology, 90) include 30 credits completed for the master’s degree. All doctoral students must maintain a term and cumulative GPA of at least 3.0 to remain in good standing. (See Academic Standing in this catalog.)

Time Limits

Students have ten years to complete all the requirements for a PhD degree, including the master’s degree. Any students who require more than ten years must apply for an extension (see Academic Progress in this catalog). In any case, a student who registers to maintain status beyond the ten-year limit will not receive equivalency credits and, therefore, cannot claim full-
time status for financial aid or other purposes. Exceptions to this rule are rare and made on a case-by-case basis.

The ten-year limit applies to the PhD in Clinical Psychology, but based on departmental internal deadlines, and in order for the program to meet American Psychological Association (APA) guidelines, students in that program may be subject to warnings and probation prior to approaching the ten-year limit.

**Foreign Language Requirement**

All doctoral candidates (except those in psychology) must demonstrate competence in at least one foreign language, and two languages are required by some programs. Specific requirements are published in the department sections of this catalog. Proficiency in mathematics or computer programming may be substituted for a foreign language with departmental permission. Instead of a language, candidates in psychology are required to demonstrate competency in statistics. The language requirement must be satisfied before a student can apply to defend the dissertation. To facilitate acquisition of language proficiency, a limited number of tuition waivers are allocated to audit New School foreign language courses. These waivers are assigned on a first-come-first-served basis by Academic Affairs during the registration period prior to each semester and summer term.

**Dissertation**

The Doctor of Philosophy degree is ultimately awarded based on submission and acceptance of a written dissertation that is judged to be an original contribution to knowledge in the student’s major field by a committee of the faculty. The candidate must be prepared to defend the method, content, and conclusions of the dissertation before the faculty. All dissertations must follow the guidelines published in the PhD Handbook, available in every department, and online: www.newschool.edu/nssr/graduation-phd-guidelines.

**Dissertation Committee and Defense Committee**

A PhD candidate recommends three members of the faculty to constitute a dissertation committee, one of whom will serve as the student’s dissertation supervisor. The department reviews and approves, or otherwise responds to, the candidate’s recommendations.

**Fourth Member of PhD Dissertation Committees**

PhD candidates are required to select a fourth member from outside their departments for their dissertation committee. The external member may come from the NSSR, The New School, the Inter-University Doctoral Consortium, or another accredited U.S. or international university. Students will be encouraged to develop working relations with a faculty member outside their department as they complete their course requirements and before defending their prospectus for a doctoral dissertation. The outsider or fourth member should be incorporated into both the proposal stage and the final dissertation project defense.

Students will be able to opt out of choosing this fourth member, provided that prior to their prospectus defense they receive written permission to opt out from their dissertation chair and the associate dean for Faculty Affairs and Curriculum. Students who lack an external member on their PhD dissertation committee must be assigned an NSSR dean’s representative, who will be required to read their doctoral dissertation and partake only in the final PhD dissertation defense.

**Former New School Faculty and Dissertation Committees**

In certain circumstances, it may be appropriate for a faculty member who is a former member of The New School for Social Research to serve on a dissertation committee. In such circumstances, faculty may act as a regular committee member, not an external examiner. All such arrangements need to be cleared by the department chair and the associate dean of Faculty Affairs and Curriculum.

**Scheduling the Defense of a Dissertation**

Dissertation defenses must be scheduled no later than April 18 for expected May graduates; August 15 for expected August graduates; and November 17 for expected January graduates. The candidate must file a written petition to defend the dissertation with the department at least six weeks before the date scheduled for the defense. A copy of the dissertation must be provided to Academic Affairs via www.etdadmin.com/newschool for the university reader to review at least three weeks before the defense date.

As soon as possible following the defense, the candidate should incorporate any revisions required by the dissertation committee and resubmit it for approval.

For May graduation, the final dissertation must be approved by the committee and submitted, with all other requirements met, no later than the Monday following commencement day. For August graduation, the deadline for submission is August 15. For January graduation, the deadline for submission is January 15. The final approved dissertation is submitted online.

Students defending their dissertations on or before April 18, August 15, or November 17 are permitted to participate in commencement ceremonies, but they do not officially graduate unless all requirements have been met by the May, August, or January deadline, respectively.

Students must register to Maintain Status if they do not have final approval of the dissertation committee before the end of the drop period of the next fall or spring semester. Once the revised dissertation has been approved by the committee and submitted online, the degree will be awarded at the next degree conferral date.

**Submission of a Copy and Distribution**

After the committee has approved the dissertation and submitted the dissertation acceptance statement to the University Registrar’s Office, the student must submit the approved dissertation online at the ProQuest/UMI Dissertation Publishing service at www.etdadmin.com/newschool.

UMI will microfilm the dissertation for distribution through Bell and Howell/UMI. For an optional fee of $45, UMI will
apply for copyright of the dissertation in the author’s name. (Authors are urged to copyright their dissertations to protect the material from reverting to the public domain.) If the dissertation or parts thereof is published, the title page, preface, or other preliminary matter must contain a statement that the book or paper was a dissertation (or part of/abstract of a dissertation) presented for the degree of Doctor of Philosophy at The New School for Social Research.

The PhD degree will neither be conferred nor will the student receive a diploma until the Bell and Howell/UMI receipt and the Survey of Earned Doctorate (SED) form have been submitted to the University Registrar. The SED form is also completed online after the final dissertation has been submitted and approved.

**DOCTORAL DISSERTATIONS APPROVED BY THE NEW SCHOOL FOR SOCIAL RESEARCH IN 2017**

**Anthropology**

Monica Fagioli  
*Mobilizing the Somali Diaspora: Techno-politics and Complexities of State-building in Somaliland*

Brie Gettleson  
*From Genocide to Femicide: Neomilitarismo in Guatemala*

Christina Kim  
*From Security to Speculation: An Ethnography of Economic Activities Along the Border of China and North Korea*

Julienne Obadia  
*Assembling Persons: Entanglement and Fragility in American Individualism*

Emily Sogn  
*Internal Frontiers: Health, Emotion, and the Rise of Resilience-Thinking in the U.S. Military*

Grzegorz Stanislaw Sokol  
*Working Through What Is: Depression and Agency in Poland’s ‘New Reality’*

Carol Wang  
*Blood, Rights and Money: An Ethnography of HIV/AIDS Activism in Contemporary China*

**Economics**

Anthony Bonen  
*Essays in Shareholder Value: The Cost of Equity and Investment Cycles*

Jeronim Capaldo  
*Essays On the Macroeconomics of Global Trade Expansion*

Rishabh Kumar  
*Essays on wealth and capital in the contemporary US economy*

Katherine Moos  
*Essays on the Theory and Political Economy of Economic Policy*

Oliver Picek  
*Essays in Macroeconomic Policy of the Euro Area*

Bhargavi Ramamurthy  
*Consumer Expenditures, Household Production and Inflation: Gender and Macroeconomic Considerations*

Jermaine Toney  
*Essays on the Stratification in Wealth in the United States*

**Philosophy**

Carlo Alvaro  
*Veganism As A Virtue*

Lawrence Berger  
*Dasein as Attention: The Metaphysics of the Effort of Presence*

Alexis Dianda  
*The Depths of Experience: William James after the Linguistic Turn*

Daniel Fernandez  
*The Amoralist and the Internalism-Externalism Debate*

Jordi Graupera  
*Metaphysics of Neutrality in Contemporary Liberalism*

Krista Johansson  
*Thus Spoke the Body: The Problem of Affirmation in Nietzsche’s Philosophy*

Daniel Vicente Jove Rosales  
*The Bequest of Language: Aspects of Inheritance in Stanley Cavell*

David Kaye  
*The Philosopher and the Art of Holy Lying: Nietzsche on Truth, Deception, and Modernity*

Krystal Dawn Kreye  
*On Counterrevolution*

Roxanne Magee  
*On Conceptualism: An Inquiry into Language and Thought*

Scott Shushan  
*On Agency as Responsibility*

Kevin Alistair Temple  
*Answering Dreyfus’s Challenge: Toward a Theory of Concepts Without Intellectualism*

Mark Robrecht Theunissen  
*Rationality, Naturalism and Critique in the Philosophy of the Social Sciences*

Mark Thorsby  
*Intersubjectivity and Moral Failure*

Alina Vaisfield  
*Madness as a Problem of Transcendence: A Phenomenological Study of Hallucinations and Delusions*
William Walsh
*It Goes Without Saying: Derrida, Freud, and the "Fort/Da" of Language*

**Politics**

Julia Patricia Carrillo Lerma
*A Colombian “Diaspora”: From Living and Leaving a Conflict To engaging in Peace-Building and the Rewriting of Social Memories of Violence.*

Paul Citrin

Mariana Prandini Fraga Assis
*Boundaries and Binaries of Women’s Human Rights: Horizons of Justice in the Transnational Legal Sphere*

Luis Herran Avila
*Anticommunism, the Extreme Right, and the Politics of Enmity in Argentina, Colombia, and Mexico, 1946-1972*

Julia Patricia Honkasalo
*The Politics of Superfluity: Hannah Arendt as a Critic of Biopolitics*

Carmen Ilizarbe
*Hegemonic Struggles of the Democratic Imaginary. Street protests and the public sphere in Peru (1997 - 2006)*

Blair Taylor
*From Alterglobalization to Occupy Wall Street: Neoanarchist Movements and the New Spirit of Capitalism*

Harry Williams
*Re-Focus on the Family: The Development of a Liberal Family Politics 1965-2015*

**Clinical Psychology**

Jordan Bate
*Evaluating the Effectiveness of Clinical Training in an Attachment-Based Parent-Child Intervention*

Ashley Doukas
*Know Pain, Know Gain: A psychophysiological investigation of pain as a self-regulatory mechanism among trauma survivors*

Andrea Fortunato
*Embodied Practices of Empowered Feminine Experience: A Discourse Analysis*

Steven Freed
*The Role of Shame and Guilt in Post-Traumatic Symptoms: Submissive Behavior and Cognitive Appraisal in Survivors of Interpersonal Violence*

Ingmar Gorman
*Social Norm Feedback in Online Based Smoking Cessation: Do Actual Norms Matter?*

Shana Grover
*Violent and Suicidal Ideation: What Accounts for the Differences?*

Jessica Joseph
*Regulation & Possibilities While Feeding Children in the Margins: Discourses among Black Cisgender Women Using WIC Services in New York*

Carolyn Khanian
*Boredom, Symptom Severity, and Hallucination Proneness in a State Psychiatric Inpatient Population*

Hannah Knafo
*The Intergenerational Transmission of Body Image: A Study of Five- to Seven-Year-Old Girls and their Mothers*

Jaclyn M. Levy
*Relationships for Growth and Learning: ZOOMING IN Unpacking Therapeutic Change of Group Treatment for At-Risk Preschoolers through an Exploratory and Dynamic Systems Theory Approach*

Brittany O’Brien
*Evaluation of Facial Affect Using Congruent and Incogruent Motoric Response*

Amy Origlieri
*Reflective Functioning in Patient and Therapist: Implications for the Process of Change in Brief Relational Therapy*

Kailey Roberts
*The Development and Content Validation of the Bereavement Risk Inventory and Screening Questionnaire (BRISQ)*

Victoria Silva
*Total Motherhood and Conflicts in Voice and Eating Practices in Mothers with a History of Eating Disorder*

**Cognitive, Social, Developmental Psychology**

Shelley B. Feuer
*Gaze Patterns During Videomediated Interviews*

David Howe
*The Experience and Expression of Gratitude in Social Class Contexts*

Kate Jassin
*Cognitively (Un)Representative Democracies: Perceived Differences in Liberals’ and Conservatives’ Mental Models of Society Fuel Political Conflict Intractability*

Courtney Kellner
*Irony Alignment Between Conversation Participants and Overhearers*

Tracey Rogovin
*Changing Implicit and Explicit Attitudes Toward Addiction in Students in a Substance Abuse Counseling Psychology Masters Degree Program: A Longitudinal Academic Review*

Matthew Wice
*Culture, Development, and Perceptions of Access to Mental States*
Jeremy Yamashiro
Converging on Collective Memories: Central Speakers and Distributed Remembering

Sociology
Barbara Adams
The Artist as Social Researcher

Malgorzata Bakalarz
Taming the Unfamiliar: Responses to the Reclaiming of Jewish Communal Property and the Democratic Transition in the Borderland Poland

Anton DeRosa
Grounds for Discourse: Market Manipulation in the Global Coffee Market's Imagined Community

Kumiko Endo
Risk-aversive Passivity and the Proactive Valuing of Human Connectivity: Divergent Behavior among Singles amidst Marriage Postponement and the Declining Birthrate in Japan

Carol Garza
The Suppression of the Black Press by Local, State and Federal Governments, the FBI and Black Informants: 1950-1980

Federico Ledesma Zaldivar
Beyond Eurocentric (Post)modernity: An Introduction to Enrique Dussel's Liberation Philosophy

Hay Ding Leung
Being Gay and Asian: The Journey to Finding a Voice in New York City

Sung Choon Park
When the Ruling Elites Encounter Race and Racism: Korean International Student’s Transnational Lives and the Making of Racialized Transnational Elites

Edward Ruggero
Moralism and Utopian Difference: An Ethnography of Talk and Discourse in Occupy Philadelphia and Philadelphia’s Radical-DIY Scene

Ayako Sairenji
Becoming Christians: Japanese Converting to Christianity in the Tri-State Area

Maija Spurina
Cracks in a National Narrative of the Past: Three Case Studies of Collective Memory in Post-Soviet Latvia

Lina Maria Villegas Gutierrez
The Production of a Privileged Space: Boundaries, Esthetics and the Legitimization of Social Differences in a Colombian City

Federico Ledesma Zaldivar
Beyond Eurocentric (Post)modernity: An Introduction to Enrique Dussel's Liberation Philosophy
DEPARTMENT OF ANTHROPOLOGY

Since it was established in 1971, the Department of Anthropology has been on the cutting edge of empirical and historical ethnographic scholarship, with emphasis on critical reflection at all levels of inquiry. Widely regarded as one of the leading anthropology graduate programs in the United States today, this small, lively community of active scholars creates a dynamic intellectual environment with equal emphasis on fieldwork, archival research, and theoretical reflection. The department maintains close relations with the entire faculty of The New School for Social Research and other divisions of the university, especially the International Affairs program, the graduate programs of Parsons School of Design, the Graduate Institute for Design and Ethnography Studies, and other New School institutes and exchange programs, such as the Zolberg Institute on Migration and Mobility, the Janey Program in Latin American Studies, the Transregional Center for Democratic Studies, and the New York City Inter-University Doctoral Consortium. The department encourages and enables vital collaborative work among students at all levels in the form of workshops, conferences, and other student-animated activities.

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Abou Farman, Assistant Professor
Lawrence Hirschfeld, Professor of Anthropology and Psychology and Director of Undergraduate Studies
Nicolas Langlitz, Associate Professor
Hugh Raffles, Professor
Janet Roitman, Professor
Ann Laura Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies

Affiliated Faculty
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Stephen Collier, Associate Professor of International Affairs, Milano School of International Affairs, Management, and Urban Policy
Rachel Heiman, Assistant Professor of Anthropology, Schools of Public Engagement
Jaskiran Dhillon, Assistant Professor of Global Studies and Anthropology, Schools of Public Engagement
Benjamin Lee, Professor of Anthropology and Philosophy
Gustav Peebles, Associate Professor and Chair of Social Sciences, Schools of Public Engagement
Antina von Schnitzler, Assistant Professor of International Affairs, Milano School of International Affairs, Management, and Urban Policy

Part-Time Faculty
Martha Poon, Part-time Lecturer

Post-Doctoral Fellow
Hammad Sheikh. PhD New School for Social Research

Programs of Study
All students are admitted initially to the Master of Arts program. Students apply for admission to a PhD program in the second semester of the second year after passing the anthropology written examination (see below). Only students who have completed the NSSR master’s program in anthropology are eligible for admission to the anthropology PhD program.

Master of Arts in Anthropology
The MA degree is awarded for the completion of 30 credits and passing a written examination. The program is built around two required core courses (six credits):

Problems in Anthropology (GANT 6065)
Critical Foundations of Anthropology (GANT 6051)

In addition, students must complete four required electives (12 credits)—two courses selected from each of the thematic categories: Perspectives or Practices. Perspectives courses provide different points of view on the objects of anthropological research (GANT 6100-6299). Practices courses, on the other hand, focus on developing the skills to approach these objects—from ethnographic fieldwork and other research methods to forms of writing or the discussion of ethical questions as they arise in the course of anthropological inquiries (GANT 6300-6499). Of the remaining four courses (12 credits), at least two must be offered or cross-listed by the Department of Anthropology. The other two may be courses offered by other graduate programs, provided the student’s Anthropology faculty advisor first approves them. Policies regarding transfer of credits are described in this catalog under Academic Programs and Policies and in the “Department of Anthropology Graduate Student Handbook.”

MA Written Examination: Students who have completed 27 credits with a cumulative GPA of 3.0 can petition to sit for the anthropology written examination, which is based on the required sequence of core and thematic courses. The examination is offered once a year in the spring semester.

Master of Philosophy in Anthropology (MPhil)
The degree of master of philosophy in anthropology is conferred upon a matriculated student who has fulfilled all the requirements, except the oral examination and dissertation, of the PhD degree in anthropology.

PhD in Anthropology
After completing 30 credits and successfully passing the master’s examination, students are eligible to apply for admission to the doctoral program. Space in the doctoral program is limited, and not all students who apply are accepted. Acceptance is at the discretion of the faculty, who evaluate each applicant’s preparedness for doctoral research.
based on the results of the student’s MA examination, overall record in the master’s program, and an assessment of the student’s research proposal.

A student with a master’s degree in a cognate field wishing to enter the Anthropology PhD program from another university or New School graduate program must apply for admission to the master’s program and complete the minimum requirements and pass the MA written examination before petitioning to enter the doctoral program. After admission into the doctoral program, a student can petition to transfer credits earned elsewhere to meet the PhD credit requirements (see the Transfer of Credits section).

PhD Program Requirements
A total of 60 credits must be completed, which includes the 30 credits for the master’s degree and any credits approved by the department for transfer from other institutions or degree programs.

Each student develops a theoretical and geographical specialization through participation in doctoral proseminars and tutoring by the faculty. The three proseminars in ethnographic research methods, project conceptualization, and a grant-writing workshop are required.

Every student takes at least one course in the history and one course in the ethnography of the geographical area in which the student has proposed to work. These “area courses” may be taken at The New School or through the Inter-University Doctoral Consortium.

The department sponsors an Anthropology Colloquium series of invited speakers, as well as bimonthly department workshops. All PhD and MA students are required to attend both the colloquium series and the workshops. The content of the workshops are determined by students in consultation with the faculty, but commonly consist of faculty presentations and sessions devoted to publishing, grant-writing, job talks, student presentations of research proposals, dissertation chapters, and field reports. The workshop is often a catalyst for student-organized conferences.

Language Requirement: Regardless of specialization, every PhD candidate must demonstrate reading ability in one language other than English by passing an examination administered by the department. Some area specializations may require additional language study, as determined in consultation with the faculty. If further study is recommended, arrangements can be made through the university’s Department of Foreign Languages program or the Inter-University Consortium.

Qualifying Examination: Doctoral candidates are expected to take the Anthropology Qualifying Examination within two years of entering the PhD program. The examination consists of a written component and a two-hour oral examination. The written component has three elements: a detailed prospectus on the student’s proposed research project and two bibliographic essays on topics selected and developed in consultation with the student’s advisor and Qualifying Examination Committee.

Candidates who pass the examination can begin guided ethnographic fieldwork culminating in the writing and defense of a thesis. For more information, consult the Department of Anthropology Graduate Handbook.

Dissertation Defense
The completed dissertation must be submitted, approved, and defended orally before the dissertation committee.

Anthropology Courses
The following courses will be offered in 2017–2018. All courses carry three credits unless otherwise stated in the description. For current course descriptions, visit www.newschool.edu/ucc.

Fall 2017
GANT 6065 Problems in Anthropology
Ann Stoler
This course provides an introduction into contemporary anthropology through a selection of problems preoccupying the field today. Through this lens students will get glimpses of the discipline's past and will have ample opportunity to imagine its futures. But the focus will be on current questions such as the following: What role does cultural difference play in anthropology in an increasingly globalized world? How does anthropology relate to ethnography? Does a reflection on different ethnoi still present a royal road to our understanding of anthropos? Can the descriptive practice of ethnography serve as a basis for the prescriptive project of cultural critique? Or has critique run out of steam? How does anthropology relate history to human possibilities? What happens to the separation of cultural and biological anthropology at a time when the nature/culture dichotomy is constantly called into question? Working through these and many other questions on the basis of both ethnographic and more theoretical texts will enable students to rethink the role of anthropology in the twenty-first century—as a discipline that has always been responsive to the historical moment while aiming at knowledge of the human, tout court.

GANT 6103 Epidemiology of Beliefs
Lawrence Hirschfeld
Beliefs are a little like germs, good ones are highly contagious. Over the past two decades, a new approach has emerged that seeks to explain cultural phenomena by explaining why some ideas are catchier than others. Different scholars stress different dimensions, some focusing on ecological factors, others on cultural issues, while others on psychological architecture. All seek to identify those factors that underlie the distribution and stability of beliefs within a population, much as medical epidemiology seeks to identify the factors that underlie the distribution and stability of diseases within a population. In this interdisciplinary seminar we will examine the pioneering work of the cognitive scientist Dan Sperber, anthropologist Scott Atran's evolutionary account of religion, popular versions of the approach such as Gladwell's best seller, The Tipping Point, Ian Hacking's influential, Foucauldian analyses of mental disorders, and Richard Dawkin's biologically-inspired notion of meme. Students will be encouraged to think with these concepts in
their ethnographic and psychological research. This course satisfies requirements in Perspectives.

GANT 6170 Religion & Secularism
Abou Farman
This graduate seminar will start with overviews of the anthropology of religion and the more recent work on the anthropology of secularism, questioning the assumptions behind the politics of divided spheres, the public and the private, the religious and the secular, the theological and the political. What are the boundaries of religion and how have they been shaped? What is the relationship between religion and secular formations of power and knowledge, such as the modern state and science?

However, the largest focus of the course will be on the disordered, shadowy zones of the religious-secular divide – practices, spaces, phenomena that are grouped under other categories such as animism, possession, shamanism, ghosts, idolatry and, that now ubiquitous category, spirituality. What are the political and epistemological stakes in these zones? We will look especially at those instances when these surge up through apparently secular modern contexts – in courts, within the state, through political action, in recastings of scientific and medical work, in the sacralization of consciousness, the equivocations of psychology and the fashioning of selves...
The course will be taught in coordination and conversation with a similar course being taught by Prof Mayanthi Fernando at UC Santa Cruz. A number of seminars will take place jointly with Prof Fernando’s class via videoconferencing. This course will satisfy requirements in Perspectives.

GANT 6347 Disobedience & The Politics of Truth
Ann Stoler
This course will satisfy requirements in Practices.

GANT 6990 Independent Study
Students pursue advanced research on specific topics of their own design with the guidance of a faculty member. Permission of the instructor is required.

GANT 7005 PhD Proseminar: Methods
Janet Roitman
The purpose of this graduate seminar is to orient masters and doctoral students to the pragmatic, conceptual, and epistemological details of fieldwork and the reporting and narration of ethnographic work as it presents itself in the immediacy of everyday human experience. We will explore a broad range of issues from the practicalities of fieldwork to the epistemology of research, from modes of analysis with various forms of data to ethical issues in research and trends in reporting and narrating ethnographic work. The goal of this seminar is to help students prepare for extended ethnographic fieldwork. Apart from familiarity with both technical ‘how-to’ literature and ongoing debates about the nature of ethnography, each student will design and implement a small fieldwork project based on observation and interviewing, which will be the basis of an analytical case study. This course is also open to Anthropology PhD Students.

GANT 7006 PhD Proseminar II: Conceptualization
Miriam Ticktin
This doctoral seminar is designed to provide some of the analytic tools that should be useful in developing and formulating a conceptually rigorous and ethnographically grounded dissertation project. The focus is on identifying something more than an “interesting issue” or thing but on formulating what constitutes a problematic in the world and one that is feasible and analytically and empirically directed. The seminar sessions alternate between reading and writing exercises that develop your conceptual skills, ethnographic sensibilities, and ethnographic writing. The goal is to clarify your research problematic and the literatures you will need to master. Throughout the semester, participants will share their projects ‘in formation,’ with key issues in the formulation of a project outlined in each session. The final paper will be a preliminary research project statement. This course is only open to Anthropology PhD students.

Spring 2018
GANT 6051 Critical Foundations of Anthropology
Abou Farman
This seminar introduces students to modern social theory, its historical anchorings, and its relations with the anthropological enterprise. It investigates how the concept of society and culture evolved in relation to humanist thought and political economic circumstances as Europeans explored, missionized, and colonized. In capturing various peripheries of knowledge, we ask how anthropological theory and practice has been modeled within and against other natural and social science disciplines. We inquire into key debates and subjects related to the category of man, the social, and the primitive; social theory and state institutions and practices; human nature and diversity; science and colonial governance; Kultur and civilization; cultural evolution and race; objectivity and subjectivity. In charting how society and culture have been theorized and debated historically, we also reflect on forms of anthropological knowledge and ethnographic sensibilities that are relevant today and their meaning and stakes for a present and future anthropology and its connection to other scientific, political, and humanistic endeavors. This course is required for MA students in Anthropology.

GANT 6165 Becoming Social
Lawrence Hirschfeld
Humans inhabit worlds held together by a constant flow of cultural information, i.e., information that is more generally relevant, repeatedly transmitted, and shared by many or even most members of the group. On one well-known and sensible proposal, culture consists of whatever one has to know or believe in order to operate in a manner acceptable to members one’s group and to enact the social roles that members expect each other to adopt. Being cultural, then, entails acquiring certain mental states and the capacities they afford. This seminar starts from the premise that there is nothing self-evident about becoming cultural. It is thus both curious and disappointing that the dominant account of knowledge acquisition in anthropology and other disciplines concerned with cultural environments has been aptly described as a fax-theory of learning. The goal of this seminar is to explore recent developmental research with an eye toward a more nuanced understanding of how we become such adept cultural actors—and by extension, how we become social. Our focus
is on infancy and early childhood. Among the questions we will grapple with are: Is cultural knowledge a distinct domain or kind of knowledge? Many animals inhabit complex social worlds that are not cultural; in what ways is human social life cultural and in what was it not? E.g., is the development of social knowledge and the interactions it affords governed by the same mechanisms as the development of knowledge about the mental states of individuals and the actions this affords? What role do imitation, analogical thinking, and other relational competencies play in the acquisition of cultural competence? What role does tuition play in acquiring cultural competence? Has evolution prepared humans to be cultural? Can we identify specific evolved adaptations that contribute to, shape, and constrain our cultural worlds and in what ways might these shape and constrain development?

This course satisfies requirements in Perspectives for Anthropology students.

GANT 6316 Economization
Janet Roitman
This course will take up a central question: to what extent is anthropology adequate to the task of inquiring into economic life? In response, we will first consider 1) the historical significance of liberalism for the theorization of the economy and 2) the emergence of the category of “the economy” as a distinct entity and concept. We will then turn to the anthropology of value as one distinct way in which anthropology has conceptualized, evaluated, and represented both the economy and economics. These readings on the anthropology of value – which treat the topics of money, property, and wealth, for example – established certain approaches to the study of new forms of economic organization, such as finance. However, more recent work in economic sociology and actor network theory have demonstrated the inadequacies of those approaches, providing methods for studying what is now know as “the performativity of economics” and processes of economization. Students will be asked to consider the ways in which these recent approaches to studying economic life have taken up the aims of anthropology itself.

GANT 6990 Independent Study
Students pursue advanced research on specific topics of their own design with the guidance of a faculty member. Permission of the instructor is required.

GANT 7007 PhD Proseminar III
Hugh Raffles
This seminar is a practical course in grant writing. It has three goals:
1. To help you clarify and present your research project.
2. To help you develop an understanding of grant proposals as process and genre.
3. To increase your chances of obtaining funding.

We will be following the guidelines for the NSF Cultural Anthropology Doctoral Dissertation Research Improvement Grant (see below). Over the semester we will work on the following sections of the proposal:

- Preliminary research
- Research plan, including: research design, research site, and data analysis
- Research schedule and budget
DEPARTMENT OF ECONOMICS

The New School for Social Research offers a broad and critical approach to the discipline of economics, covering the classical political economy of Smith, Ricardo, and Marx, neoclassical economics, Keynesian and post-Keynesian economics, and structuralist and institutionalist approaches. The mission of the department is to put what our late colleague Robert Heilbroner called “the worldly philosophy” at the heart of the educational and research enterprise—informing, critical, and passionate investigation of the material foundations of society. This engagement motivates the detailed analysis of concrete problems of economic policy and explanations of economic phenomena that are the substance of the department’s curriculum. The Schwartz Center for Economic Policy Analysis is the public policy research arm of the department. For more information, see Centers and Special Programs in this catalog. The department maintains student and faculty exchange programs with the University of Bremen and the University of Frankfurt in Germany and the University of Siena in Italy.

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Ying Chen, Assistant Professor
Paulo dos Santos, Assistant Professor
Duncan Foley, Leo Model Professor and Director of Graduate Studies
Teresa Ghilarducci, Bernard L. and Irene Schwartz Chair in Economic Policy Analysis
Darrick Hamilton, Associate Professor (joint with Milano School of International Affairs, Management, and Urban Policy)
Clara Mattei, Assistant Professor
William Milberg, Professor (currently serving as Dean)
Sanjay Reddy, Associate Professor
Willi Semmler, Arnhold Professor of International Cooperation and Development
Anwar Shaikh, Professor

Affiliated Faculty
Robert Buckley, Studley Faculty Fellow, Milano School of International Affairs, Management, and Urban Policy
Michael Cohen, Director, Milano School of International Affairs, Management, and Urban Policy
Sakiko Fukada-Parr, Professor of International Affairs, Milano School of International Affairs, Management, and Urban Policy
Alec Gershberg, Associate Professor of Urban Policy, Milano School of International Affairs, Management, and Urban Policy

David Howell, Professor of Economics, Milano School of International Affairs, Management, and Urban Policy
Shagun Mehrotra, Assistant Professor of Environmental Practice, Milano School of International Affairs, Management, and Urban Policy

Part-time Faculty
Mohammed Aliuddin Khan, Part-Time Faculty
Gary Mongiovi, Part-Time Faculty
Jamee Moudud, Part-Time Assistant Professor
Peter Skott, Part-Time Lecturer

Visiting Faculty
Christian Schoder, Visiting Assistant Professor

Emeriti
Edward Nell, Malcolm B. Smith Professor of Economics
Lance Taylor, Arnhold Professor of International Cooperation and Development

Programs of Study
Students usually enter the department through a master’s program, but direct admission to the PhD program is possible. The curriculum provides rigorous training in the conceptual, mathematical, and statistical modeling that is the methodological basis of economic research in the context of inquiry into the historical roots of economic discourse, its application to contemporary policy debates, and conflicting interpretations of economic phenomena. After completing 18 credits toward the master’s degree, a continuing student may petition to enter the PhD program. Students who have an equivalent master’s degree from another institution may petition to enter the PhD program after completing 12 credits, including at least one “core theory” course.

More details about MA and PhD degree requirements can be found in the Department of Economics Procedures Guide, available in the Department of Economics office from the student advisor or downloadable from department’s website www.newschool.edu/nssr/economics/.

Master of Arts in Global Political Economy and Finance
This program provides technical and policy analysis tools to students planning for careers in finance, government, business, labor organization, and international development and for advanced degrees in finance, business, law, international relations, public policy, and related fields. A rigorous grounding in economic and statistical analysis, political economy, and finance culminates in an internship or mentored research project. Students who wish can use the electives to focus their studies in a specialized field, for example, classical political economy, international and development economics, financial economics, environmental economics, or the economics of labor markets of race, class, and gender.

The 30-credit curriculum consists of six required courses, three electives, and an internship or mentored research project. The degree is awarded for successful completion of the required credits; a comprehensive examination is not required.
Required courses

Three core courses:
- GECO 6190 Graduate Microeconomics
- GECO 6191 Graduate Macroeconomics
- GECO 6181 Graduate Econometrics. (GECO 5010 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181; candidates who enter the program with strong backgrounds in economics may, with permission, substitute appropriate upper-level courses to meet any of the core course requirements.)

Two political economy courses:
- GECO 5104 Historical Foundations of Political Economy I and one of the following:
- GECO 5105 Historical Foundations of Political Economy II
- GECO 5250 Rethinking Capitalism
- GECO 5266 The World Economy

One of following two finance courses:
- GECO 6269 Financial Economics
- GECO 6907 International Finance

Internship GECO 6991 (arranged with the student’s faculty advisor) or Mentored Research GECO 6993

Electives

The remaining three courses required for the MA in Global Political Economy and Finance can be chosen from among any upper-level courses listed or cross-listed in Economics or relevant courses offered by other graduate programs that are approved by the MA faculty advisor.

Master of Arts in Economics

The MA in Economics option offers a wide range of electives and is the usual point of entry for students who hope to enter the PhD program. The 30-credit curriculum consists of four core courses, five elective courses, and an internship or mentored research project. The degree is awarded for successful completion of the required credits; a comprehensive examination is not required.

Required courses

GECO 6190 Graduate Microeconomics
GECO 6191 Graduate Macroeconomics
GECO 5104 Historical Foundations of Political Economy I
GECO 6181 Graduate Econometrics (GECO 5010 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181). (Candidates who enter the program with strong backgrounds in economics may, with permission, substitute other appropriate upper-level courses for any of the specified core courses.)

Any two of the following:
- GECO 6281 Advanced Econometrics I; GECO 6200 Advanced Microeconomics I;
- GECO 6202 Advanced Macroeconomics I; GECO 6204 Advanced Political Economy I; GECO 6205 Advanced Political Economy II; GECO 6206 Post-Keynesian Economics, GECO 6214 Further Topics in Advanced Political Economy; GECO 6192 Classical Macrodynamics

Electives

Of the five elective courses for the MA in Economics, at least two must be courses offered or cross-listed by the Economics department; as many as three may be graduate-level courses offered by other departments of The New School for Social Research or Milano School of International Affairs, Management, and Urban Policy. All electives must be approved by the MA faculty advisor. A maximum of three credits may be transferred from other institutions. Students can petition to transfer credits after completing six credits at The New School for Social Research.

Master of Science in Economics

The MS in Economics is normally a terminal degree. This program is designed for students who wish to extend their study of economics beyond 30 credits without committing themselves to writing and defending a dissertation. It is commonly undertaken by those whose careers require advanced research skills in economic modeling and econometrics.

The 45-credit curriculum consists of six core courses (which include much of the PhD program analytical core) and nine electives. The degree is awarded for successful completion of the curriculum and passing a comprehensive examination.

Required courses

GECO 6190 Graduate Microeconomics
GECO 6191 Graduate Macroeconomics
GECO 5104 Historical Foundations of Political Economy I
GECO 6181 Graduate Econometrics (GECO 5010 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181). (Candidates who enter the program with strong backgrounds in economics may, with permission, substitute other appropriate upper-level courses for any of the specified core courses.)

Any two of the following:
- GECO 6281 Advanced Econometrics I; GECO 6200 Advanced Microeconomics I;
- GECO 6202 Advanced Macroeconomics I; GECO 6204 Advanced Political Economy I; GECO 6205 Advanced Political Economy II; GECO 6206 Post-Keynesian Economics, GECO 6214 Further Topics in Advanced Political Economy; GECO 6192 Classical Macrodynamics

Electives

Of the nine elective courses required for the MS in Economics, at least three must be taken from the courses offered or cross-listed by the Economics department; as many as six may be graduate-level courses offered by other departments of The New School for Social Research, or the Milano School of International Affairs, Management, and Urban Policy. The student’s faculty advisor must approve the elective program.

Comprehensive Examination

To receive the MS degree in Economics, a student must pass the MS written examination, which is offered twice a year. (Under unusual circumstance, the department may accept an appropriate academic paper as a substitute for the MS examination.)

PhD in Economics

Students matriculated in the MA Economics, MA Global Political Economy and Finance, or MS Economics programs may petition to continue on to the PhD program after completing 18 credits (12 credits for students who have an
equivalent master’s degree) listed, or cross-listed, by the Economics Department. Acceptance into the doctoral program is not automatic. The following conditions must be fulfilled for the petition to be considered:

- Petitioner’s cumulative GPA must be 3.5 or better, including in all econometrics courses taken
- The 18 credits must include one PhD core theory course (see required courses below) with a GPA of at least 3.5
- At least two members of the faculty must recommend the petitioner for the PhD program based on evidence of the student’s ability and preparedness to undertake high-level research in economics.

A student whose petition is denied can appeal to the department through the chair to review their decision.

Transfer Students

Students with an MA from another institution or other prior graduate work may apply for the PhD program in Economics after completing a minimum of 12 credits in courses listed or cross-listed in the Economics department. The other conditions are the same as above. If the student is accepted for doctoral study, credits earned for courses in other graduate programs may, at the discretion of the Department of Economics, be transferred and applied to meet PhD course requirements. Transfer credits must have been earned for courses relevant to The New School PhD degree in Economics, in which a GPA of 3.0 or better was maintained. Transfer credits cannot be used to meet core course or seminar requirements described below.

PhD Requirements

A total of 60 credits is required for the PhD degree, including the 30 credits for the master’s degree. Up to nine credits may be taken as Directed Dissertation Study (GECO 7991).

Four core courses are required:
GECO 6200 Advanced Microeconomics I; GECO 6202 Advanced Macroeconomics I;
GECO 6281 Advanced Econometrics I;
and one of the following: GECO 6204 Advanced Political Economy (I or II); GECO 6206 Post-Keynesian Economics; GECO 6214 Further Topics in Advanced Political Economy; or GECO 6192 Classical Macrodynamics.

Every PhD student must take at least one upper-level seminar (three credits) approved by the faculty. Advanced Microeconomics I, Advanced Macroeconomics I, and Advanced Econometrics I are prerequisites for upper-level seminars. Credits earned through Directed Dissertation Study cannot be used to meet the seminar requirement; this is also the case for transfer credits.

A student who receives a GPA lower than 3.0 in any core course may retake the final examination for that course within one year and must improve the GPA to at least 3.0 to remain in the program. A core course examination may not be taken more than twice.

Areas of Study

Every PhD student chooses two areas of study. The following are normally available: Advanced Macroeconomics; Advanced Microeconomics; Advanced Political Economy; Economic Development; Finance; History of Economic Thought; International Economics; Labor Economics; Money and Banking.

Other areas of study may be available if there is a qualified member of the faculty to supervise: Class and Gender; Class and Race; Economic History; Industrial Organization; Public Finance; Feminist Economics.

With advisor approval, a student may substitute a self-designed or interdisciplinary area of study for one of the two recognized areas of concentration. (This is an increasingly popular option.)

Mathematics Requirement

There is no formal requirement in mathematics. Competence in advanced mathematics is necessary to pass the required courses that use mathematical analysis.

Language Requirement:

Doctoral candidates are expected to be literate in at least one language other than English, deemed relevant to their areas of specialization. Literacy is demonstrated by translating from the chosen language a reading on economics designated by the chair of the department. Note: This requirement can be waived for students who demonstrate a high level of competence in advanced mathematics, as demonstrated by receiving a GPA of 3.0 or higher in GECO 5010 Mathematics for Economists, GECO 6281 Advanced Econometrics, or an equivalent course.

Qualifying Examinations

Doctoral students can petition to sit for the PhD qualifying examinations after completing 45 credits (with cumulative GPA in courses taken in residence of 3.5 or better) including the four core courses and the seminar.

The Economics qualifying examinations are four-hour written examinations in each of the student’s two areas of study. Students are not required to take a qualifying examination in the core course material unless they selected macroeconomics, microeconomics, political economy, or econometrics for their areas of study. Examinations are normally scheduled twice a year.

With permission, a student may substitute a research paper in one of the areas of study in lieu of a written examination in that subject. Permission for this must be obtained from the student’s faculty supervisor when the student applies to take the qualifying examination and it must then be approved by the department. The paper will be read and graded separately by the student’s supervisor and one other member of the faculty. For more information on this option, consult the Department of Economics Procedures Guide.

A student is considered a candidate for the Doctor of Philosophy degree only after passing both Qualifying exams.
Dissertation Proposal, Oral Examination, and Dissertation

Students who have passed the qualifying examinations can submit a dissertation proposal. The student’s faculty advisor and two other members of the faculty will form a dissertation committee, which must approve the proposal before the student can proceed to the oral examination. The language or mathematics requirement must be met, and not more than six of the 60 course credits may be outstanding for the oral examination to be scheduled. The student is responsible for scheduling the date, at least two weeks in advance, with the members of the committee, the department secretary, and the department student advisor.

If the proposal is approved, the student must write and subsequently defend the dissertation to his or her committee. The policies of The New School for Social Research as described in the Degree Requirements section of this catalog apply.

Master of Philosophy in Economics (MPhil)

The degree of master of philosophy in economics is conferred upon a matriculated student who has fulfilled all the requirements of the PhD degree in economics except the oral examination and dissertation.

PhD Dissertation Extra Muros

A doctoral candidate who has been awarded the MPhil degree but has not continued in residence at the university is not entitled to regular guidance or supervision by the faculty. At any time within ten years from the award of the MPhil degree, a recipient in economics who has not continued in residence at The New School for Social Research may present to the department, in lieu of a sponsored dissertation, a substantial body of independent and original published scholarly material as completion of the thesis requirement for the PhD degree. Note: The chair of the department must approve the candidate for continuation toward the PhD degree. Anyone planning to submit material prepared extra muros should ascertain the policy in advance with the chair. If accepted, the submitted work will be reviewed by the chair in consultation with the other members of the faculty to determine if the candidate is eligible to sit for a final oral examination. If the decision is favorable, the chair will name a committee of at least five faculty members to examine the candidate (at least four from the Economics department), and will appoint one as chair. The final examination must satisfy the committee that the quality of the candidate’s work extra muros meets the standards of the university for the PhD degree in Economics. This examination may be taken only once and is graded either pass or fail. The candidate must register to Maintain Status for the term in which he or she sits for the final examination.

Economics Courses

The Department of Economics is committed to a broad, critical, and historical approach to the study of economics and the application of analytical tools to the study of real economic problems. Students can pursue innovative research and study in the fields of political economy, macroeconomics, monetary economics, financial markets, international and development economics, economic policy, the history of economic thought, and economic theory. All courses carry three credits unless otherwise stated in the description.

The following courses will be offered in 2017–2018. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2017

GECO 5010 Math for Economics
Jennifer Wilson
This course provides students with the necessary mathematical tools needed for graduate courses in microeconomics, macroeconomics, econometrics, and finance, and prepares the students for reading classic texts such as Varian’s Microeconomic Analysis without getting bogged down in mathematical details. The first third of the course covers matrix algebra and its use in solving systems of equations and equilibrium points, as well as probability and discrete probability distributions. The central portion focuses on interpretation and applications of one and two variable calculus including graphical analysis, derivatives and integrals, and optimization of functions. The final portion provides an introduction to different and differential equations. The focus will be on conceptual understanding, problem solving, and developing familiarity with mathematical notations and arguments. Prerequisites: Students should have some experience with Calculus.

GECO 5050 Cultures of Finance
Benjamin Lee
This course provides a basic understanding of the social and economic roles of derivatives in finance capitalism. The current debates over neo-liberalism have raised the question whether the tremendous increase in the “value” of derivatives over the last 40 years (from a notional annual value estimated in the tens of millions in the 1970s to current estimates of over a quadrillion dollars) represents a qualitative change in capitalism or just a quantitative increase brought about by deregulatory policies that gave rise to an expansion of speculative capital and its excesses.

In order to answer this question, the first part of the course will provide an introduction to derivative finance by looking at what is considered to be its starting point and innovative core, the Black-Scholes formula. We will examine several key concepts of modern finance that Black Scholes combines—arbitrage, volatility, convexity, delta-hedging, and dynamic replication—to create a model of options pricing that is also the principle for innovation in derivative finance.

The second part of the course will examine the social implications of the discovery of volatility heralded in by derivative finance. We will use the work on the performativity of finance to explore the social dimensions of Black-Scholes. Performativity is a key concept in the anthropological discussion of ritual and exchange. We will extend these insights and look at some of the classic research in anthropology on ritual, gift, and exchange to shed light on how derivatives work. This will lead us to an examination of the social aspects of the concept of volatility, which will intersect with our earlier discussion of volatility in Black-Scholes.
GECO 5104 Historical Foundations of Political Economy I
James Moudud
This course provides an introduction to the history of classical economic thought. Classical economics provides important building blocks for an understanding of modern capitalism, because it attempts to integrate its economic analysis with social class, income distribution, real competition, technological change, the world economy, and with the historical place and limits of industrial capitalism. As such, it may help broaden and challenge the analytical scope of much contemporary economic thought. This particular course is the first of a two-part sequence, and focuses on Smith, Ricardo, and Marx, and on salient discussions and elaborations of their work. No prior background is required, and the course is open to advanced undergraduates.

GECO 6191 Graduate Macroeconomics
Christian Schoder
This course develops macroeconomics in The New School tradition, using neoclassical theory as a foil and emphasizing macroeconomic theory in the Classical Political Economy and Post-Keynesian traditions. Following a brief discussion of short-run macroeconomics that compares and contrasts New Classical, Real Business Cycle, and Post-Keynesian approaches to the determination of output and employment, the course focuses on longer-term theories of growth, distribution, and technical change. Models developed include Neoclassical theories of endogenous and semi-endogenous growth, and Classical Marxian, neo-Keynesian, Kaleckian, and Kaldorian theories of growth and distribution. Topics covered include the question as to whether growth is wage- or profit-led, the emergence and consequences of Harrosonian instability, and reconciliation of the actual and potential rates of growth.

GECO 6205 Advanced Political Economy 2
Anwar Shaikh
This is the first semester of a two-semester sequence on a classical approach to economic analysis, built around the material in my book *Capitalism: Competition, Conflict, Crises*, Oxford University Press, 2016. The aim is to show that there exists a coherent alternative to neoclassical and Post Keynesian theory that does not rely in any way on utility maximization, rational choice, rational expectations, or perfect/imperfect competition. Consumer theory is based on real consumer behavior, the behavior of the firm is addressed in terms of the theory of real competition, and the theoretical and empirical concerns of Keynes' and Kaleckis theory of effective demand and Kaleckis theory of price is shown to be fully consistent with the classical framework of profit-driven real competition.

The present course, Advanced Political Economy II is actually the first of the two-semester sequence, focused on a classical approach to *microeconomics*: the theory of consumer behavior and the theory of the firm. It will begin with a survey of the structure and dynamics of the center countries. The turbulent dynamics of the system, which express themselves as order generated in-and-through disorder, will be shown to give rise to patterns of recurrence over a wide variety of domains. It will then develop a consistent classical approach grounded in the theory of real competition to the determination of relative prices, profits, output, interest rates, stock market prices, exchange rates, and international trade. In all cases, the classical approaches will be compared to neoclassical and Keynesian/Post Keynesian ones, and to the relevant empirical evidence. Given the publication date, copies of the book will be available at the end of the semester.

The second (Spring) semester, Advanced Political Economy I, will develop a classical approach to *macroeconomics*. It will begin with a history of the rise and fall of modern macroeconomics, moving from pre-Keynesian theory to Keynes, Kalecki and Hicks, then to the subsequent prominence of various neoclassical arguments by Friedman, Phelps, Lucas and others, and the corresponding rise of Post Keynesian economics of Davidson, Godley, Taylor, Lavoie and others. Then it will move to the construction of a classical theory of effective demand in a growth context, grounded in the theory of real competition in which profitability plays a central role in regulating aggregated supply, aggregate demand and the levels and structures of interest rates. The theoretical and empirical relations between the real wages, the social structure and the degree of unemployment will be compared in classical, neoclassical and Post Keynesian approaches. A similar theoretical and empirical comparison will be undertaken for the relations between money, credit and inflation. The various elements will then be brought together to develop a classical analysis of the current world crisis.
GECO 6211 Classical Theory of Price
Anwar Shaikh
This seminar analyzes the relation between Ricardo, Sraffa, and Marx on the questions surrounding the theory of value. It also examines various developments of Sraffa’s work and attempts to assess their theoretical and empirical significance. Readings include parts of Ricardo’s Principles, Sraffa’s Production of Commodities by Means of Commodities, Steedman’s Marx After Sraffa, and the more recent debates between the neo-Ricardians and various Marxists.

GECO 6270 Labor Economics I
Teresa Ghilarducci
Labor Economics I is a graduate survey course in labor economics. The course aims to survey the classic topics in labor economics to prepare students to engage in original research and teach labor economics in several economic traditions. The successful student will be able to distinguish between several schools of thought in labor economics: neoclassical, institutionalism and radical political economy.

Specific objectives include understanding modern research methods in labor economics and the dominant and heterodox models of labor markets. Students will be able to explain the most important labor market outcomes using various analytical frameworks including ones that assume varying degrees of market power, full employment, and constraints on choice. Some labor union history, regulatory issues will also be covered.

Modern capitalism distributes resources in such a way that living standards, not only in terms of material wellbeing, but also in terms of security, dignity, safety, and longevity, have never been more unequal. We cover how markets, institutions, and rules affect the power balances between capital and labor, employers and workers and determine the value of people’s time and life, and working conditions and wages and salaries.

GECO 6281 Advanced Econometrics I
Christian Schoder
The objective of the course is to enable students to conceptualize, perform, and critique statistical analyses from a Bayesian perspective on an advanced level. The course covers the statistical and computational foundations of Bayesian model estimation and evaluation. The first part of the course reviews the basics of probability theory, compares the Bayesian and frequentist approaches to statistical inference, discusses methods of model checking, evaluation and expansion, and introduces advanced posterior simulation methods. The second part enables students to estimate and evaluate linear and non-linear models of cross-sectional, time series and panel data. The aim of the course is to provide a thorough understanding of the theory underlying Bayesian inference, which is sought to be achieved by following a hands-on approach to modeling and computation. Students are required to work through numerous examples drawn from real applications and research using the free software packages R and Stan.

GECO 6291 Economic Development II
Ying Chen
We examine the development issues in a comparative historical context. We will start with the classical theories of development, then move to the real world development history, and end with discussions on contemporary development issues. The two courses Economic Development I and Economic Development II are non-sequential.

GECO 6323 Seminar in Economic Methodology
Clara Mattei
About seven years after the outbreak of the financial crisis, there are hardly any signs of a crisis of the economic discipline. The 2013 Nobel Prize winner in Economics, Eugene Fama, stands as an eloquent example of this strange non-crisis in economics. Indeed, his “Efficient Market Hypothesis” has been regarded by many heterodox economists as one of the main causes of the 2008 financial crisis.

An important internal reason for the lack of substantive self-criticism and re-orientating force is the neglect of economic methodology, manifested in the taking for granted of an underlying ontology, epistemology, and technical toolbox. This seminar intends to provide food for thought on these issues, which constitute indispensable knowledge for self-aware and critical economists. Indeed, as pointed out in 1836 by J. S. Mill, any dispute of economic theories is grounded in methodological disagreement.

Economic methodology involves ample philosophical and theoretical reflection on the discipline of economics. The seminar will adopt a broad perspective that is both historical and thematic. The structure of this course is coherent with the appreciation that concerns about ideology, history, rationality, individualism, embeddedness, etc., emerge time and again in the history of economics. It will be divided in four modules.

Module I will look at classical debates of economic methodology, identifying the rise of positivism as the undisputed paradigm of mainstream economics. Module II will sketch a brief excursus on the main developments in the philosophy of science, a discipline that traditional economic methodology considers a pivotal source of self-legitimation. In particular, this module will focus on the rise and fall of positivism, closing with the deadly criticisms of Kuhn and Quine. Module III will expand the historical outlook to critical philosophical traditions and economic approaches, which have challenged the scientist ideology of economic modernism and provided alternative interpretative frameworks. Among others, we will discuss the contributions of the Frankfurt School, the connection between Pragmatism and Institutionalism, and Marxism. Module IV will be of a thematic nature. We will tackle several thorny topics of economic methodology that are pertinent for today’s economic research. The final topics will be decided collegially among students according to their general inclination. They may include: uncertainty; formalization and modelling; time and equilibrium; ideology, or rationality (see below for the complete list of options). The discussions undertaken in the previous modules (I-III) will allow you to discuss these issues with historical awareness and critical attitude.

Spring 2017
GECO 5105 Historical Foundations of Political Economy 2
Clara Mattei
The class explores, through a historical and comparative perspective, the connection between leading trends of economic theory in the XXth century and applied policy-
making. We will begin with a study of the concept of economic technocracy to delve into the examination of noteworthy case-studies in the history of political economy. The first will be the connection between Institutionalism and America's Progressive Era social reforms. Secondly will discuss the relationship between Marginalism and post-WWI policies, focusing in particular on the British and Italian case. In spite of the radically different political regimes, both in Italy and in England, the 1920s are characterized by austerity measures and the 1930s by interventionist policies. The role of J. M. Keynes' theories in this shift will be examined. With an eye to Latin America we will explore the importance of Structuralism and Dependency theory—stemming from the working of economists at ECLA (The Economic commission for Latin America)- for post-WWII industrial policies. We will then consider the Cold War period, studying the role of rational choice theory in the Johnson Administration (1963-69) and the Chicago economists in the Regan Administration (1981-89). The impact of Chicago ideas and monetarism on Pinochet's dictatorship in Chile (1973-1990) and on Argentina's new democracy (1983-1989) will be discussed. We will conclude with an examination of the influence of neo-institutionalism on the World Bank, in particular in its shift from an idea of structural adjustment to comparative development. We will approach each topic by reading select primary texts by the most important economists of the different economic traditions.

Through this course students acquire a thorough understanding of the main schools in the XXth century history of political economy. Chiefly, students develop critical tools to appreciate the importance of economic rationales and academic enterprises in the making of the world we inhabit.

GECO 5425 Economics of Crisis and Austerity Problems
Anwar Shaikh
The course begins by considering the present state of the world at the global level. It moves on to consider how various schools of economic thought attempt to explain the structural patterns such as growth, cycles, crises, and unemployment. At the heart of any such enterprise is the following question: given that capitalism is a social system in which economic outcomes are rooted in a constantly evolving mixture of institutions and interests, how does it also manage to generate strong economic patterns that repeat over long periods of time?

GECO 5900 The Economics of Socialism from J.S. Mill to Joseph Stiglitz
Gary Mongiovi
This course will survey the theoretical approaches that economists have applied to the analysis of socialism from the early 19th century to the present. Systematic analytical discussions of socialism, variously defined, emerged close on the heels of the systematic accounts, by Smith and Ricardo, of how market economies function. Among the themes examined in the literature on socialism were the degree to which market outcomes are just, whether there is a trade-off between social equity and economic efficiency, whether socialism impairs innovation and technical progress, whether socialism is practically feasible, and whether economic planning is compatible with individual freedom. The course will examine how economists have engaged with these issues, paying particular attention to the following topics: John Stuart Mill and other pre-marginalist thinkers on the feasibility of socialism; Marx’s practical vision of a post-capitalist society; the early neoclassical economists on socialism and the role of the state; Fabian socialism; the socialist calculation debates of the mid-20th century (including the critiques put forward by von Mises and Hayek); the relation between the Keynesian Revolution and the discourse on socialism; and developments in the neoliberal era. The course will explore in roughly equal measures the intellectual history of the topic and the technical aspects of the economics of socialism.

GECO 6181 Graduate Econometrics
Jamee Moudud
This course will involve a detailed understanding of the mechanics, advantages, and the limits/limitations of the “classical” linear regression model. Where relevant, questions of methodology will be discussed.

The first part of the course will cover the theoretical and applied statistical principles which underlie Ordinary Least Squares (OLS) regression techniques. This part will cover the assumptions needed to obtain the Best Linear Unbiased Estimates of a regression equation also known as the “BLUE” conditions. Particular emphasis will be placed on the assumptions regarding the distribution of a model’s error term and other BLUE conditions. We will also cover hypothesis testing, sample selection, and the critical role of the t and F-statistic in determining the statistical significance of an econometric model and its associated slope, or “b” parameters. The second part of the course will address the three main problems associated with the violation of a particular BLUE assumption: multicollinearity, autocorrelation, and heteroscedasticity. We will learn how to identify, address, and (hopefully) remedy each of these problems. In addition, we will take a similar approach to understanding and correcting model specification errors. The third part of the course will focus on the econometrics of time-series models, including Granger causality, error-correction models, and co-integration.

GECO 6190 Graduate Microeconomics
Ying Chen
The field of Microeconomics has been dominated by the neoclassical approach. This course offers an alternative perspective to study the behaviors of individuals and firms. Instead of methodological individualism, we focus more on coordinations among individuals and firms to understand why sometimes coordination fails and what institutions can be designed to assist coordination success. All of the mathematics required for the course will be covered in the assignments, readings, and discussion sessions.

GECO 6192 Classical Macrodynamics
Anwar Shaikh
This course develops the macrodynamics of a classical framework. It is the second half of a sequence, the first half GECO 6205 focusing on the microeconomics of a classical approach: the derivation of demand curves and price and income elasticities without any reference whatsoever to standard assumptions of utility, rationality (bounded or not), optimizing behavior, etc.; and the classical theory of real competition based on price-setting, cost-cutting firms that
compete for market shares. The theoretical and empirical concerns of Keynes’ and Kalecki’s microfoundations are shown to be fully consistent with the classical framework of profit-driven real competition without any need to rely on notions of imperfect competition or monopoly power. The present course develops a classical approach to macroeconomics. It begins with a history of the rise and fall of modern macroeconomics, moving from pre-Keynesian theory to Keynes, Kalecki and Hicks, then to the subsequent prominence of various neoclassical arguments by Friedman, Phelps, Lucas and others, and the corresponding rise of Post Keynesian economics of Davidson, Godley, Taylor, Lavoie and others. Then it will move to the construction of a classical theory of effective demand in a growth context, grounded in the theory of real competition in which profitability plays a central role in regulating aggregated supply, aggregate demand and the levels and structures of interest rates. The theoretical and empirical relations between the real wages, the social structure and the degree of unemployment will be compared in classical, neoclassical and Post Keynesian approaches. A similar theoretical and empirical comparison will be undertaken for the relations between money, credit and inflation. The various elements will then be brought together to develop a classical analysis of the current world crisis.

GECO 6200 Advanced Microeconomics I
Sanjay Reddy
This course approaches microeconomic analysis at an advanced level, presenting some formal techniques used in economic research as well as critical perspectives and possible alternatives. Topics may vary from year to year and include decision theory, welfare economics, social choice and aggregation, general equilibrium theory or game theory. Adequate mathematical background, including thorough prior familiarity with multivariate analysis, linear algebra and methods of abstract reasoning, is assumed.

GECO 6203 Advanced Macroeconomics II
Willi Semmler
This course extends the study of the foundations of macroeconomic theory by providing a critical theoretical and empirical analysis of the problems of economic growth, fluctuations, and employment. We will focus on theory and empirical work of different traditions of dynamic macroeconomics. Topics covered in this course include the empirical evidence on the old and new growth theory; business cycle models in the equilibrium and disequilibrium traditions; empirical work on the Phillips curve and unemployment; labor market dynamics and inequality; asset market fluctuations and economic activity; recent theoretical and empirical work on monetary and fiscal policies; and open economy dynamics. Suggestions of other topics in macroeconomics are welcome. Students will be encouraged to develop their own research, and an emphasis will be placed on empirical work in macroeconomics.

GECO 6206 Post-Keynesian Economics
Mark Setterfield
This course presents an overview of Post Keynesian economics. It begins by distinguishing Post Keynesian economics from other varieties of Keynesianism, and identifying the major methodological concerns of Post Keynesian economics. Thereafter, the course explores various topics in Post Keynesian economic theory. These include: the principle of effective demand; cost-plus pricing theory; the conflicting-claims theory of inflation; theories of endogenous money and finance; and demand-led growth theory.

GECO 6214 Further Topics in Advanced Political Economy
Duncan Foley
This course will survey major issues in contemporary classical and Marxian political economy, with the goal of developing practical economic research projects on contemporary and historical issues. We will strive for an accurate understanding of the concepts and methods of Smith's, Ricardo's, and Marx's reasoning and contemporary critical discussion of their ideas, together with a critical assessment of what they can contribute to contemporary economics. The topics covered will include: social coordination and behavioral issues in classical political economy; the division of labor, commodity exchange, money, the labor theory of value and the transformation problem; classical-Marxist theories of money and contemporary world monetary systems; Marx's analysis of the circuits of capital as the basis for empirical macroeconomic studies of contemporary economies, Ricardo's and Marx's theories of induced technical change, the falling rate of profit and the long-term tendencies of capital accumulation as a foundation for understanding the contemporary development of world capitalism; theories of productive and unproductive labor and the service and financial sectors of post-industrial capitalist economies; nineteenth-, twentieth-, and twenty-first century concepts of socialism, and other topics.

GECO 6253 International Finance
Willi Semmler
This course is devoted to studying international monetary economics and finance theoretically and empirically. We begin with a historical overview of the gold standard, the Bretton Woods system, and current international monetary regimes and currency systems. We then examine theoretically and empirically the balance of trade and balance of payment imbalances. Subsequently, exchange rate systems and exchange rate determination and adjustments are studied. Special emphasis is given to topics such as financial instability, international monetary and fiscal policy issues, exchange rate volatility and its impact on the real and financial sector, capital flows and foreign debt, Asian currency crisis, US financial market meltdown, EU sovereign debt crisis, current commodity boom-bust cycles, international risk and global portfolio choice, financial market stabilization policies, and international financial regulations.

GECO 6271 Labor, Finance, and the Welfare State
Teresa Ghilarducci
This course provides an overview of the political economy of the welfare in advanced industrial democracies. Government involvement in social welfare was expanding by the end of the 19th century. In Europe, the labor movement and liberal and socialist political parties urged the expansion of state social welfare provision. In the United States, the federal government was already providing pensions to large numbers of Civil War veterans, and many states had constructed residential institutions to house the mentally ill, orphaned children, the destitute elderly and others in need. In the 20th century government involvement in health care, education, income security, housing, and community and family social
services increased rapidly. The business community and parties of the political right helped institutionalize the 'welfare state to serve their interests. Welfare reform in the US and Canada in the 1990s centered on targeted tax and transfer plans and to increase the incentives to accept low-wage jobs. Welfare states are indispensable to modern capitalist economies. What are the varieties and what is the future of capitalist based welfare states?
DEPARTMENT OF PHILOSOPHY

The New School for Social Research has always attracted renowned scholars from around the world who foster an open atmosphere for exploration and inquiry through their teaching and research. The eminent philosophers who have helped create and sustain an intellectually vibrant Department of Philosophy include Hannah Arendt, Hans Jonas, Aron Gurwitsch, Reiner Schürmann, and Agnes Heller.

The focus of study in the Department of Philosophy is the history of Western philosophical thought and the European philosophical tradition, particularly contemporary Continental philosophy. The graduate curriculum consists of two components. The first is the study of major figures such as Plato, Aristotle, Augustine, Spinoza, Descartes, Hume, Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Freud, Gadamer, De Beauvoir, Adorno, Benjamin, Wittgenstein, Foucault, Derrida, Kristeva, and Irigaray. The second explores the figures. Philosophy at The New School for Social Research is thus the study of phenomenology, hermeneutics, and pragmatism; political and social thought; ethics, critical theory, and aesthetics; epistemology, metaphysics, and ontology; logic and language; rationality, methodology, and naturalism within the social sciences; nature, culture, beauty, and goodnes; unconscious and conscious processes; and contingency, necessity, human freedom, tragedy, and truth.

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Faculty
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Zed Adams, Associate Professor
Cinzia Arruzza, Associate Professor
Jay M. Bernstein, University Distinguished Professor
Richard J. Bernstein, Vera G. List Professor
Omri Boehm, Associate Professor
Chiara Bottici, Associate Professor
Alice Crary, Professor
Simon Critchley, Hans Jonas Professor
Emmalon Davis, Assistant Professor
James Dodd, Professor and Director of Undergraduate Studies
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science

Affiliated Faculty
Paul Kottman, Associate Professor of Comparative Literature, Eugene Lang College of Liberal Arts
Benjamin Lee, Professor of Anthropology and Philosophy
James Miller, Professor of Politics and Liberal Studies

Part-Time Faculty
Alan Bass, Part-time Assistant Professor
David Carr, Part-time Lecturer
Bernard Flynn, Part-time Associate Teaching Professor
Ross Poole, Part-time Assistant Professor
Martin Stone, Part-time Lecturer

Visiting Faculty
Mirjam Kotwick, Onassis Lecturer

Philosophy Department Activities
The Hannah Arendt/Reiner Schürmann Memorial Symposium in Political Philosophy is held annually on two consecutive days, with participation by American and foreign scholars.

The Husserl Archives, a center for research in phenomenology, maintains the most extensive collection of Edmund Husserl’s unpublished writings outside of Europe.

The Graduate Faculty Philosophy Journal is published twice yearly by students in the department.

The Philosophy Forum is a regular public meeting for an exchange of ideas among students and expression of student opinions to the faculty.

People in Support of Women in Philosophy (PSWIP) meets regularly to read and discuss papers written by women students in the department and to discuss issues relevant to women in academia. PSWIP is an important alternative to the consistent minority position of women in university philosophy departments, philosophy classrooms, and other philosophical forums. It is not intended to replace other forums, but to enable women’s voices to be heard and rigorous discussion of women’s philosophical work to take place free from the inherent limitations of underrepresentation. Although PSWIP was originally devoted to explicitly feminist philosophy, the focus has shifted to include the full breadth of topics addressed by women philosophers. Papers presented to the group are considered for inclusion in the PSWIP Journal, which is published at the start of each academic year.

Philosophy Guest Lectures: Distinguished international scholars are invited to address The New School community in this monthly series.

Programs of Study
A more detailed explanation of the MA and PhD requirements and other information of interest to graduate students in philosophy can be found in the Philosophy Student Handbook, available in the department office and online. The comprehensive philosophy examinations cover eight topics on which students may be examined orally and/or in writing, according to their individual paths.

Master of Arts in Philosophy
The MA degree is awarded for completion of 30 credits, including six core courses (18 credits) and writing and defending a master’s thesis or passing a combined written and oral examination. At least 24 credits must be earned in courses listed or cross-listed in Philosophy, and at least six of these

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credits must be for seminar courses. Up to six credits may be earned for courses offered by other graduate programs of The New School not cross-listed as philosophy courses. Policies regarding transfer of credits are described in this catalog under Transfer of Credits and in the Philosophy Student Handbook found online.

Core Courses:

One course in quantificational logic (waived for students who pass a department examination)
One course in Ancient and Medieval Philosophy as defined by the department
One course in 20th Century Analytic Philosophy as defined by the department
One course each in two of the three core subject areas as defined by the department: Renaissance and Early Modern Philosophy, 18th and 19th Century Philosophy, and 20th Century Continental Philosophy

The department chair approves specific courses for meeting core course distribution requirements.

Language Requirement

Master’s degree candidates must demonstrate reading ability in one of four languages other than English: Ancient Greek, Latin, French, or German. Competence is evaluated in a written examination in which the student is given three hours to translate a philosophical text with the aid of a dictionary and grammar book.

Master’s Thesis and Examinations

Students who have completed 24 of the 30 credits (including the core courses) with a cumulative GPA of at least 3.0 and have met the language requirement can complete the MA degree requirements on one of two tracks.

Continuing students who expect to go on to doctoral studies have two options for completing the master’s degree: (1) write and defend a thesis of 50–75 pages covering two of the five topics designated for the MA examination, and pass an oral examination in two of the five topics not discussed in the written thesis; OR (2) pass a written examination on two of the five topics designated for the MA examinations and pass an oral examination on two of the five other topics. Acceptance to the PhD program requires a score of high-pass on at least three of the four examination topics and no failing scores. A student whose scores do not qualify for advancement becomes a candidate for a terminal MA degree.

For students seeking a terminal master’s degree, the requirements are simpler. Either of the following is sufficient: (1) write and successfully defend a master’s thesis of 50–75 pages covering at least two of the five topics designated for the MA examination; or (2) pass a written examination on two of the five topics designated for the MA examination and pass an oral examination on two of the five other topics. In either case, scores of low-pass or with no failing scores are required to earn the degree. For further details, see the Philosophy Student Handbook.

Psychoanalysis Track

The Department of Philosophy offers a specialization in psychoanalytic studies in the Master of Arts program, which requires completion of four courses in psychoanalytic theory and a written master’s thesis on a related subject. The course distribution and other requirements are similar to those for the regular MA in Philosophy, except that seven core courses (21 credits) are required as described below:

Four courses in psychoanalytic theory offered by the department (recent offerings include Basic Freud, Freudians and post-Freudians; Ethics and Psychoanalysis; Non-Neurotic Pathologies; Time, Being, and Interpretation; and Psychoanalysis and Deconstruction). One course each in three of five subject areas as defined by the department: Ancient and Medieval Philosophy, Renaissance and Early Modern Philosophy 18th and 19th Century Philosophy, 20th Century Continental Philosophy, and 20th Century Analytic Philosophy. Students on the psychoanalysis track must write and successfully defend an approved master’s thesis on some aspect of psychoanalytic theory. To advance to the doctoral program, a student must receive a score of high-pass at the thesis defense and no worse than one high-pass and one low-pass on the MA oral examination.

PhD in Philosophy

Students matriculated in the Master of Arts program at The New School for Social Research apply to continue into the PhD program. Acceptance into the program is at the discretion of the department. Most students apply after completing at least 18 credits of the master’s program; very few apply only after completing all requirements. Continuance is granted on the condition that all MA requirements will be satisfied on the continuing students track as described above.

Students who already have an equivalent master’s degree in philosophy from another institution may petition for direct admission to doctoral study. Those not accepted for direct entry will be directed to enter the Master of Arts program.

PhD Program Requirements

A total of 60 credits must be completed, including the 30 credits required for the master’s degree and any credits approved by the department for transfer from other institutions or degree programs. At least 48 of the 54 credits must be listed or cross-listed in Philosophy. At least 15 of the 48 philosophy credits must be earned for seminar courses. All PhD students must fulfill the following distribution requirements (including MA coursework or their transfer equivalent): one course in Ancient and Medieval Philosophy, two courses in 20th Century Analytic Philosophy, and one course from each of the following areas: Renaissance and Early Modern Philosophy, 18th and 19th Century Philosophy, and 20th Century Continental Philosophy. All students, including transfer students, must satisfy these course requirements. Students must receive a GPA of 3.0 or better in all philosophy courses and maintain a cumulative GPA of at least 3.0 to remain in good standing. During their final year of coursework, all doctoral students must register for the yearlong Prospectus Seminar.
Transfer Students: Credits earned at other institutions not to exceed 30 credits will be approved for transfer on a case-by-case basis after the student has been admitted to the PhD program.

PhD Language Requirement
Students preparing for the doctoral qualifying examinations in philosophy must demonstrate reading knowledge of a second language other than English: Greek, Latin, French, or German. A student may petition the department to substitute a language other than one of these if it is particularly relevant to the student’s dissertation topic.

PhD Qualifying Examinations
There are two exam components: PhD qualifying papers and the Dissertation Area exam. PhD students are required to write two qualifying papers that are evaluated as publishable journal articles by two members of the faculty. All qualifying paper projects must be approved by the student’s PhD faculty advisor. After the candidate has chosen a topic, a supervisor, and formed a committee. This supervisor and committee will put together a list of key books that both directly relate and are adjacent to the proposed dissertation topic. At the end of an agreed-upon period of study, the committee will generate a set of questions to be answered in a take-home exam over the course of a given weekend. The dissertation area exam should be thought of as comprising an organic part of the process of writing the dissertation, and is intended to help provide structure to the research process. For further details, see the Philosophy Student Handbook. If the proposal is approved, the student must write and subsequently defend the dissertation to a committee of the faculty. The policies of The New School for Social Research described in the Degree Requirements section of this catalog apply.

Dissertation Defense
The completed dissertation must be submitted, approved, and defended orally before the dissertation committee.

MPhil in Philosophy
The degree of Master of Philosophy is conferred upon a matriculated student who has fulfilled all the requirements of the PhD, except for the dissertation.

Philosophy Courses
The following courses are offered in 2017–2018. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2016
PHI 5012 Greek/Latin Reading Group
Alice Crary
This reading group is meant for students who wish to improve their proficiency in reading philosophical ancient Greek/Latin or to prepare for the Greek/Latin language exam in the philosophy department. Reasonably good reading skills are required for active participation. However, those who are less proficient are invited to see whether it will be of use to them or not. Texts are chosen according to the interests of the participants.

GPHI 5013 French Reading Group
Alice Crary
The purpose of this group is to assist students in improving their reading skills, enriching their vocabulary, and refreshing their knowledge of French grammar in order to prepare for the French language exam required by the philosophy department. Texts are chosen mainly from 17th-century thinkers (Descartes, Arnauld, and Malebranche) and from contemporary French philosophers.

GPHI 5014 German Reading Group
Alice Crary
This group is devoted to the translation and discussion of philosophical texts in German. The course is suitable for students with reasonably good reading skills who wish to improve their proficiency in reading philosophical German, or to prepare for the German language exam in the philosophy department. Texts are usually selected from concurrently offered seminars, and recent readings have been from Kant, Hegel, Husserl, and Heidegger.

GPHI 5015 Ancient Greek, Beginner
Mirjam Kotwick
This course is an introduction to the Ancient Greek language. The class is intended for beginners; no prior knowledge of Ancient Greek is expected. Students will be introduced to the basic grammar of ancient Greek, and skills in reading ancient Greek prose texts will be developed. Particular attention will be given to philosophical texts and terms.

GPHI 6005 Late Philosophy of Merleau-Ponty
Bernard Flynn
This course deals with Merleau-Ponty’s Phenomenology of Perception and The Visible and Invisible. The Phenomenology of Perception is read in terms of its inherence in, and transformation of, the phenomenological tradition. His writing after this work, particularly The Visible and the Invisible, is viewed as an elaboration of a new ontology in which the body as “subject” of perception gives way to the notion of the flesh. From within the tradition of phenomenology, Merleau-Ponty appropriates and transforms Saussurean linguistics, psychoanalytic theory, and the thought of Heidegger. In addition we will concern ourselves with his writings on political philosophy and aesthetics.

GPHI 6045 Kant’s Critique of Pure Reason
Omri Boehm
This course will involve a close reading of the Critique of Pure Reason. Among the topics we will analyze in class are the motivations for the Copernican turn; the synthetic-a priori; the nature of space, time and causality; transcendental idealism as the thesis that we know appearances and not things in themselves; Kant’s understanding of subjectivity; the transcendental deduction; Kant’s claim that rational thinking results in unavoidable metaphysical illusions (e.g. the Antinomies).

GPHI 6074 Basic Problems of Phenomenology
James Dodd
This course provides an introduction to the project of classical phenomenology as it is found in the writings of Husserl and
Heidegger. Topics include expression and meaning, consciousness and Dasein, time and temporality, perception and intentionality, and evidence and truth.

GPHI 6120 Contemporary Pragmatism
Richard Bernstein
We will follow the resurgence of pragmatism from the time of the mid-twentieth century. Readings will include selections from Quine, Sellars, Rorty, C. West, Putnam, Brandom and Habermas.

GPHI6134 Psychoanalytic Technique
Alan Basser
This course will examine how and why a psychoanalyst intervenes in a session, in relation to theories of mind and psychopathology. The course will begin with a detailed examination of Freud's technique papers, and will proceed to writers on the theory of technique from the major psychoanalytic orientations (Freudian, Kleinian, Lacanian, ego psychological, relational, etc.).

GPHI 6530 Late Ancient Philosophy
Dmitri Nikulin
Until recently, late antiquity was considered time of decline and utter lack of originality, producing only copious commentaries on the margins of the texts by great thinkers of the classical age. Contemporary studies, however, suggest a very different picture, not that of decline, but of an insightful epoch, in many ways anticipating and similar to modernity, often unsurpassed in subtlety of philosophical analysis. The course is dedicated to the discussion of topics in first philosophy, science, ethics and aesthetics in close reading of the works of Plotinus and Proclus.

GPHI 6545 Themes from Marx
Ross Poole
The course will fall into two parts. The first half (more or less) of the course will consist of a systematic reading of Capital Volume 1. It will provide an account of the main arguments, themes, and the methodology. The second half will discuss a number of important concepts, doctrines and arguments to be found in Marx's work. These will include: history; alienation & fetishism; ideology, science, critique. In each case, the discussion will take as its starting point relevant passages in Capital Vol. 1; then move to other relevant texts in Marx's work; and finally look at the contribution (development or critique) by a later theorist.

GPHI 6548 Prospectus Seminar
Zed Adams
The course is designed to take students through the various steps involved in constructing a plan of research in order to write a PhD dissertation. By the completion of the course, all students will be expected to have produced an acceptable dissertation prospectus. This course is required for all PhD students who are completing their course work. The course does not count toward the philosophy department's PhD seminar requirement.

GPHI 6598 Philosophy and Literature
Chiara Bottici
What does it mean to write? What is the difference, if any, between philosophical and literary modes of writing? If it is true, as some have claimed, that a myth is deposited into our language, can there be philosophy without literature? And, vice versa, if philosophy positions us in the world, can there be a literature that is not, at least to some degree, philosophical? Furthermore, who can write what? Is there a gender in writing or a gendered way of writing? Can (or should) women write? And what about other subalterns, what role do they have? Admitting that they can speak, can (or should) they also write? If so, what and for whom?

GPHI 6699 Art in the Age of Mechanical Reproduction
Zed Adams
What happens to art in an age in which mechanical reproduction becomes the normal way in which it is made and appreciated? This seminar investigates the extent to which technological developments have led to shifts in our very notion of art, through an in-depth exploration of two case studies: (i) the emergence of photography and its effect on visual art and (ii) the emergence of recording and its effect on music. Authors covered will include Walter Benjamin, André Bazin, Stanley Cavell, Michael Fried, E. H. Gombrich, Nelson Goodman, Theodor Adorno, Glenn Gould, and Theodore Gracyk.

GPHI 6714 Philosophies of Right: Kant and Hegel
Jay Bernstein
In this course we shall be comparing Kant and Hegel’s central texts on political philosophy: “Metaphysical First Principles of the Doctrine of Right” from Kant’s Metaphysics of Morals, and Hegel’s Elements of the Philosophy of Right. The guiding questions in the course will be: What are the different versions of political freedom offered by Kant and Hegel? How do their accounts of private property converge or differ? How do they conceive of the relation between economy and the state? Are they both offering a liberal account of the modern state, or is Hegel’s account better conceived of as a version of civic republicanism? How do liberalism and civic republicanism differ? Does the problem of the rabble – or the development of capital – undermine Hegel’s theory? How does each conceive of the relationship between moral norms and the realm of law?

GPHI 6715 The Ancient Quarrel between Philosophy and Poetry
Mirjam Kotwick
In book X of the Republic, Plato famously expels the poets from the ideal city. When he does so he references an “ancient quarrel between philosophy and poetry”. What is this quarrel? How ancient is it? What fundamental antagonism defines it? What role does it play in Plato’s own thought and writing? And finally, how does Plato’s judgment on the relation of poetry and philosophy compare with other (earlier and later) Greek thinkers and poets? We will pursue these and related questions. We will investigate the relations between poetry and prose, imitation and truth, emotion and reason, and mythos and logos in ancient Greek thought. We will start with Plato, and then move on to examine ancient Greek poets and philosophers such as Homer, Hesiod, Parmenides, Heraclitus, Sophocles, Aristotle, and others.

GPHI 6716 History and Crisis
David Carr
Contingency and teleology in history. We will examine contrasting philosophical views of history: teleology and
purpose versus contingency and crisis. Readings will be drawn from authors such as: Hegel, Marx, Dilthey, Husserl, Löwith, Koselleck, Hartog.

GPHI 6720 Thinking the State: Hobbes’ Leviathan
Martin Stone
This seminar will read-through and discuss Thomas Hobbes’s 17th Century masterpiece *Leviathan*, along with selected secondary literature (e.g., Agamben, Darwall, Gauthier, Gert, Kavka, Nagel, Oakshott, Schmitt, Skinner, Strauss, Tuck) and — time permitting — complimentary political texts by Hume and Rousseau. Topics include science and reason, action and passion, right and obligation, normativity and value, sovereignty and political authority, liberty and obligation, crime and punishment, church and religion. For philosophy graduate students, this seminar satisfies the early modern requirement.

Spring 2018

GPHI 5012 Greek/Latin Reading Group
Alice Crary
This reading group is meant for students who wish to improve their proficiency in reading philosophical ancient Greek/Latin or to prepare for the Greek/Latin language exam in the philosophy department. Reasonably good reading skills are required for active participation. However, those who are less proficient are invited to see whether it will be of use to them or not. Texts are chosen according to the interests of the participants.

GPHI 5013 French Reading Group
Alice Crary
The purpose of this group is to assist students in improving their reading skills, enriching their vocabulary, and refreshing their knowledge of French grammar in order to prepare for the French language exam required by the philosophy department. Texts are chosen mainly from 17th-century thinkers (Descartes, Arnauld, Malebranche) and from contemporary French philosophers.

GPHI 5014 German Reading Group
Alice Crary
This group is devoted to the translation and discussion of philosophical texts in German. The course is suitable for students with reasonably good reading skills who wish to improve their proficiency in reading philosophical German, or to prepare for the German language exam in the philosophy department. Texts are usually selected from concurrently offered seminars, and recent readings have been from Kant, Hegel, Husserl, and Heidegger.

GPHI 5016 Modern Deductive Logic
Faculty TBA
The purpose of this course is to provide students with knowledge and understanding of the basic concepts of modern deductive logic, both in syntax and semantics. We start with sentential logic and discuss methods of constructing truth tables, truth trees, and derivations (for both the systems of SD and SD+). We then turn to predicate logic and consider certain differences and similarities between sentential and predicate logic and adjust the methods of truth trees and derivations to predicate logic.

GPHI 5017 Ancient Greek, Intermediate
Mirjam Kotwick
This course is a continuation of fall’s introductory course to ancient Greek. We will continue the study of Attic Greek grammar and develop the ability to read ancient Greek prose texts.

GPHI 6030 Kant’s Critique of Judgment
Jay Bernstein
Kant's third Critique is widely regarded as the central text constituting modern aesthetics, as well as, in its attempt to negotiate between the extremes of freedom and law-governed nature that are the consequence of Kant's practical and theoretical philosophy, the opening shot of German Idealism. While this course focuses on a detailed reading of Part I, "Critique of Aesthetic Judgment," we shall also read the usually ignored Part II, "Critique of Teleological Judgment." Among the questions addressed: Why does this work have the two parts it does? How are judgments of taste possible? What is the role of reflective judgment in Kant’s system generally? Are judgments of sublimity parallel to judgments of beauty? If not, what is artistic beauty? What is the relation between beauty and moral goodness? In what sense are successful works of fine art products of "genius"? What is the role of the 'sensus communis'? Apart from reading the Critique itself, and in the hope of locating the contemporary standing of this work, students are expected to engage with a range of secondary literature: Allison, Longuenesse, Pippin, Lyotard, Derrida, etc.

GPHI 6094 Spinoza’s Philosophy
Omri Boehm
Hegel famously wrote, “thought must begin by placing itself at the standpoint of Spinozism”. This class offers a close reading of the Ethics. We will examine carefully Spinoza’s guiding assumptions, rhetoric and arguments—for example the geometrical method, substance monism, necessitarianism, the denial of teleology, the theory of freedom and adequate ideas and the third kind of knowledge. And we will continuously relate this metaphysics to Spinoza’s position on ethics, state authority and revolution. Special attention will be given to Spinoza’s attempt to provide a radically secular framework of thinking—relating ethics and politics to rationalist metaphysics rather than religion. Hopefully by the end of the semester we will have an idea why “thought must begin” at the “standpoint of Spinozism”—and perhaps also why eventually it must abandon this standpoint.

GPHI 6125 Mysticism
Simon Critchley and Eugene Thacker
Mysticism is a strange object of study. It is deeply engaged with theological doctrines, but it always seems to depart from or undermine them - mysticism is as much about heresy as it is about orthodoxy. In its attempts to articulate religious experience in thought, mysticism also borrows heavily from philosophy, but what often results is a strange philosophy of contradictions, confessions, and enigmas. In its will to render "the mystical" discursively, mysticism develops an entire poetics, which frequently results in a poetry that works against itself and brushes up against the limits of language. This seminar will examine mysticism primarily in its historical context, through an engagement with the mystical texts, and the strange status both this text and its context have in relation
to philosophy, religion, poetry, and politics. While the seminar will focus primarily on mysticism in the Judeo-Christian tradition, it will also invite a comparative perspective (e.g., with Buddhist and Hindu mystic traditions) and an engagement with the unique challenges entailed in such an approach. Texts that may be included in the seminar include those by Augustine, Dionysius the Areopagite, Meister Eckhart, Marguerite Porete, Teresa of Avila, John of the Cross, and others. Particular attention will be paid to the tradition of female mysticism. The seminar will also include selections from Pascal, Kierkegaard, Schopenhauer, Nietzsche, as well as more modern selections from Georges Bataille, Jacques Lacan, Simone Weil, and E.M. Cioran.

GPHI 6147 Gender and Domination
Chiara Bottici
Why do people fight for their own servitude as if it were their own deliverance? This is a question that has been at the heart of philosophy for a long time under the heading of voluntary servitude, ideology or, more recently, domination. The aim of this class is to explore how gender theories have proved capable of addressing such a problem in a way that challenged some of the most established tenets of the Western philosophical canon. In particular, we aim to explore the role that the body, as the site of specific predicaments, plays within it. We will proceed through a close analysis of key texts of Marxist feminism, anarchafeminism, psychoanalytic feminism, queer and postcolonial theory, and we will apply these readings to concrete examples of lived experience.

GPHI6548 Prospectus Seminar
Zed Adams
The course is designed to take students through the various steps involved in constructing a plan of research in order to write a PhD dissertation. By the completion of the course, all students will be expected to have produced an acceptable dissertation prospectus. This course is required for all PhD students who are completing their course work. The course does not count toward the philosophy department's PhD seminar requirement.

GPHI 6550 Husserl and Kant
James Dodd
The importance of a reading of Kant for Husserlian phenomenology cannot be overestimated. Husserl's interpretation of Kant, as well as his struggle against rival interpretations (e.g., by neo-Kantians), is a key element of his philosophical development. Moreover, it is clear that any assessment of Husserl's transcendental idealism requires an engagement with Kant's legacy. In this seminar we will develop a comparative reading of Husserl and Kant that will take both of these ways of posing the question of their relation into account. Our focus will be on phenomenological interpretations of Kant's Critique of Pure Reason and The Critique of Practical Reason, taking as our interpretative point of departure Husserl's Ideas I and his Formal and Transcendental Logic, as well as a number of lectures and shorter essays. We will also consider the question of possible phenomenological approaches to Kant's Critique of Judgment from a Husserlian perspective.

GPHI 6632 Controversial Issues in Psychoanalysis
Alan Bass
This seminar will examine such major controversies in psychoanalysis as the nature of the unconscious, therapeutic action, the role of metapsychology, theories of sexuality and aggression, the relations to philosophy and science. Students are encouraged to contribute to this list of topics. Since each student will be responsible for a presentation on one controversial topic, previous experience with psychoanalytic theory is preferred.

GPHI 6657 Memory, History and the Past
Ross Poole
In this course, we will be concerned with the 'presence of the past', that is, with the role of the past in social, political and personal life. The course will fall into two (roughly equal) parts: After a brief survey of what has been called to the 'memory boom' in the social sciences, we will look in some detail at the most important and influential work in this area. This will include: Walter Benjamin's later work on history, memory, and time; Freud's historical 'fiction' about Moses (this will involve a discussion of psychoanalytic theory, and Freud's early work on pre-history), and the recent work it has inspired (by Yerushalmi, Jan Assmann, R.J. Bernstein, Jacques Derrida). In the second part of the course, we will explore the relationship between history, memory, and politics through a sustained discussion of the Holocaust ('Shoah'). We will look at the different ways in which the Holocaust has been remembered (and forgotten) over the past fifty or so years, and the relationship between the near sacred aura that it has acquired and the political roles it has played. We will look at the tension between recent claims that the holocaust functions as a 'moral universal' and its special place in the self-understanding of Israel, Germany, and the United States. We will also discuss the relationship between individual ('survivor') memory and public commemoration, the concept of trauma. One important aspect of the cultural presence of the Holocaust is its representation in films, so we will put aside time to look at some of the more central of these.

GPHI 6711 Reading Greek Tragedy
Simon Critchley
The aim of this seminar is very simple: to read a good number of Attic tragedies and to discuss both their intrinsic meaning and their far-reaching philosophical implications. We will focus on the texts of the three great tragedians: Aeschylus, Sophocles and Euripides. We will read plays by each of them, giving particular emphasis to the work of Euripides, and the way in which he inverts and twists the dramatic and conceptual conventions of his two predecessors and raises a series of troubling questions about affect, reason, gender, myth, violence and war. We will also look at some texts by the Sophists, notably Gorgias. If there is time, we will examine the way in which the questions that tragedy and sophistry raises are addressed in Platonic dialogue, especially the Republic. In this way, it is hoped that tragedy will raise certain fundamental criticisms of the discourse that we call 'philosophy'. This seminar will accompany my lecture course, 'Tragedy's Philosophy'. While it is not necessary to enroll for the latter, it is hoped that students will audit the lectures.
GPHI 6718 Scientific Revolutions
Dmitri Nikulin
In this course we will discuss the revolutionary changes in the understanding of science and philosophy of nature in modernity. Among the discussed topics are: how modern science became possible; why can we apply “formal” sciences to the “real” sciences (mathematics to physics); what is the role of the infinite in the constitution of the world; what is the role of various cognitive faculties in the constitution of the science of nature? The texts include the works of Galileo, Descartes, Leibniz, Newton, as well as of modern thinkers, such as Popper, Feyerabend, and Kuhn.

GPHI 6719 Philosophy of Crime and Punishment
Jay Bernstein
Against the background of the continuing crisis of criminal justice in the United States, this course will canvas central episodes and theories in the philosophy of criminal law and the problem of punishment including: Beccaria’s Crime and Punishment, Foucault’s Discipline and Punish, Derrida’s The Death Penalty, R.A. Duff’s Punishment, Communication, and Community, as well as essays addressing the wrong of torture, the wrong of rape, the problem of responsibility, etc.
DEPARTMENT OF POLITICS

To study politics is to study power: how it positions actors unequally; who has it and who fights to get it; how it is exercised and for what purposes. At The New School for Social Research, scholars study the relations and manifestations of power in contexts ranging from the family to the transnational arena. The curriculum covers historical and contemporary movements and struggles to reshape power and redefine its possibilities. Exploring whether the exercise of power benefits the few or promotes the welfare of the many, and the ways in which struggles for power advance or obstruct the possibility for a better world, students are trained to think deeply and critically about issues of social injustice and domination and liberation. The Department of Politics contributes to the community of scholars that is The New School for Social Research through cross-listed courses, research projects, and conferences. The department sponsors the International Center for Migration, Ethnicity, and Citizenship. Distinguished visiting professors join the faculty on a regular basis to supervise students’ research and dissertations in areas of their expertise.

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Andreas Kalyvas, Associate Professor
Anne McNevin, Associate Professor
James Miller, Professor of Politics and Liberal Studies
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Sanjay Ruparelia, Associate Professor
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Oz Frankel, Associate Professor of History
Ellen Freeberg, Associate Dean of Faculty Affairs and Curriculum Planning
Lisa Huestis, Associate Professor, Legal Studies, Eugene Lang College of Liberal Arts
Sanjay Reddy, Associate Professor of Economics

Part-Time Faculty
Ross Poole, Part-time Assistant Professor

Visiting Faculty
Sandro Mezzadra, Visiting Professor

Programs of Study
Most students enter the Department of Politics through the Master of Arts program. Students who have a related MA degree from The New School or another accredited institution may petition for direct entry into the PhD program, which is at the discretion of the department. A fuller account of degree requirements and procedures may be found in the Politics Departmental Handbook, available in the department office and online at the department’s homepage: http://newschool.edu/nssr/politics.

The New School’s politics curriculum represents four main fields of contemporary politics in the United States: political theory, American politics, global politics, and comparative politics. Students are trained in these fields, especially at the PhD level, via departmental field seminars and field examinations. We presume that big political questions have important comparative referents. As political life entails concerns about cultural horizons and forms of inequality, students are encouraged to learn and use a wide range of theoretical approaches, including feminist thought, critical theory, and cultural studies. For more information, visit the Politics pages on the website at www.newschool.edu/nssr.

Master of Arts in Politics
For the MA in politics, students must complete 30 credits of coursework, including the Master’s Seminar (described below), one course in research methods, and must write an acceptable master’s paper. Entering students will work with an assigned faculty advisor, as well as with the department student advisor, to be introduced to the curriculum and to formulate a program suited to his or her academic and professional interests. All students are required to declare an Area of Study in one of four fields: political theory, American politics, global politics, or comparative politics. Students must earn at least 21 credits for courses listed or cross-listed as Politics, which include the MA Seminar.

Methods Requirement
All students must demonstrate competence in research skills by completing one approved course in quantitative or qualitative methods. This requirement could be met by taking Qualitative Methods, Advanced Quantitative Methods, or Historical Methods, or completing equivalent fieldwork. Courses offered by other departments can be used to meet this requirement. Transfer students who have completed an equivalent course elsewhere can petition for a waiver of this requirement.

The remaining nine credits are electives and may be taken in any department of The New School for Social Research or another division of the university. The department encourages
students to avail themselves of the rich course offerings of other departments, but courses must be selected with appropriate guidance from the faculty advisor to maintain the coherence of a student’s program of study. To register for a course not listed or cross-listed as Politics, permission of both the Department of Politics and the department offering the course are required. Any course offered by another department may have prerequisites. If so, the instructor of the course and the chair of the other department or committee will determine whether a student from Politics has completed the prerequisites in order to register for the course.

MA Seminar
This course, GPOL 6300, is required for all MA students. It introduces basic concepts and approaches for analyzing political behavior and institutions. The substantive focus of the seminar will vary according to the interests of the instructor.

The MA Paper
In addition to coursework, conferral of the MA degree requires evidence of scholarly research in the form of a substantial research paper. Students usually select one of the papers they wrote in satisfaction of a course requirement. This paper is then appropriately revised under the supervision of a faculty member, who writes an evaluation of the final paper and issues a recommendation to the rest of the faculty as to whether the student has met the department’s expectations for the MA degree.

PhD in Politics
The doctoral program is designed to provide maximum flexibility consistent with development of the highest level of competence in the student’s chosen field of scholarly specialization. Since course distribution requirements are few, faculty consultation is essential to prepare a student for the PhD qualifying examinations and defense of a dissertation.

Students matriculated in the MA program in Politics can apply to enter the PhD program after completing 18 credits in residence at The New School for Social Research, and should apply no later than the first term after they have completed 27 credits. The same policy applies to students matriculated in the MA program in Historical Studies, who may, by careful selection of courses, satisfy the course requirements for entry into doctoral study in Politics. For more information about acceptance into the PhD program, consult the Politics Departmental Handbook.

PhD Program Requirements
A total of 60 credits must be completed, which includes the 30 credits for the master’s degree. Students accepted into the program with a cognate master’s degree from another institution or division of The New School may be accorded credit for all or some of their previous graduate-level courses, up to a maximum of 30 credits.

The 60 credits must include:
MA Seminar (exception: students who enter the department at the PhD level on the basis of prior graduate work are excused from this requirement)
PhD Seminar

Two politics field seminars
Two courses in research methodology, one of which must be
in quantitative methods
At least three credits for Directed Dissertation Study, which is normally an independent study with a member of the faculty Students may take up to six credits in Directed Dissertation Study.

To become a doctoral candidate, a student must pass written qualifying examinations in two of the program’s four fields of concentration (political theory, comparative politics, global politics, and American politics) and submit and pass an oral defense of a dissertation proposal.

The Methods Requirement
To receive the MA in Politics, a student must pass one course in either quantitative or qualitative methods. At the PhD level, one additional methods course is required, one of which must be in quantitative methods. The requirement might be met by a course in qualitative methods, advanced quantitative methods, historical methods, or fieldwork. Graduate-level courses offered by other departments of The New School can be used to meet the methods requirement. (Note: PhD students now entering the program whose major field is political theory need not fulfill this second methods requirement.)

PhD Field Seminars
Students in the PhD program must take two of four field seminars designed to prepare students to take the qualifying examinations: Field Seminar in Political Theory, Field Seminar in Comparative Politics, Field Seminar in Global Politics, and Field Seminar in American Politics. (It should not be presumed that the seminar alone constitutes sufficient preparation for the examination.)

The PhD Seminar
This required seminar is a yearlong course that meets every other week. It is intended to prepare students for writing their dissertation proposals. The content of the seminar is determined by the work in progress, research papers, and dissertation proposals brought for critique by the participating students, along with any relevant external materials introduced by the instructor.

Directed Research
Every student in the PhD program is required to take at least one course directly connected to his or her dissertation research. This is normally an independent study focused on preparing a dissertation prospectus under a faculty member’s supervision. Alternatively or additionally, a student who has completed a prospectus may take one or two courses of Directed Dissertation Study for credit supervised by the chair of the student’s dissertation committee.

Foreign Language Requirement
PhD students must demonstrate reading knowledge in a foreign language appropriate to their dissertation proposal by passing a language examination administered by the department.
PhD Qualifying Examinations

Within two years after entering the PhD program, a student must take written qualifying examinations in two of the Areas of Study (Political Theory, Comparative Politics, Global Politics, or American Politics), one of which is the student’s major field. An oral examination, consisting of a defense of the student’s dissertation proposal, is also required. Detailed information about PhD examinations is published in the Politics Departmental Handbook.

A student who passes the written and oral examinations can go forward to write and defend a doctoral dissertation to a committee of the faculty. The policies of The New School for Social Research, as described in the Academic Programs and Policies section of this catalog, apply.

Dissertation Defense

The completed dissertation must be submitted, approved, and defended orally before the dissertation committee.

Master of Philosophy in Politics (MPhil)

The degree of Master of Philosophy in politics is conferred upon a matriculated student who has fulfilled all the requirements of the PhD degree in politics except the oral examination and dissertation.

Politics Courses

For current course descriptions, visit the University Course Catalog online at www.newschool.edu/ucc.

Most members of the faculty and many students pursue research that crosses the fields of concentration previously defined: Political Theory, American Politics, Global Politics, and Comparative Politics. Important topics such as immigration and citizenship, gender and politics, and international justice, and courses that result from such research, cannot be placed adequately within these conventional categories. In response, the Department of Politics organizes courses by topics that describe the research interests of the current faculty: Democracies in Theory and Practice; Political Thought and Its History; Identities, Culture, and Politics; International Politics; Politics in Economic and Social Context; Political Development in Historical Perspective; and Institutions, Policy, and Governance.

The following courses are offered in 2017–2018. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog.

Fall 2017

GPOL 5050 Democratic Breakdown
Jessica Pisano

Authoritarian leaders can—and sometimes do—rise to power in electoral democracies. Using a range of contemporary and historical case studies, this seminar examines how and why democratic elections can lead to authoritarian regimes. Under what conditions do democratic institutions fail to restrain leaders who seek power beyond their mandates? What are such leaders’ sources of legitimacy? How do they govern? How do they reshape national economies? Additionally, turning our lens away from an exclusive focus on authoritarian leaders themselves, the seminar analyses the social, political, and economic conditions that give rise to authoritarian transformations in democratic societies. Amidst a global resurgence in populist politics, the seminar also critically explores the uses and limits of the vocabulary we use to describe contemporary political orders: what do concepts like “democracy,” “authoritarianism,” and “populism” illuminate, what do they obscure, and what alternative vocabularies might we consider for thinking and talking about varieties of political regimes?

GPOL 5100 MA Seminar – Power, Culture, Action, Freedom: Contested Concepts in Social Science
David Plotke

Is it worthwhile to study politics? Why? Should political knowledge be valued for its role in an active political and civic life? Should it be a way to achieve desired personal and social ends? Or is it a professional and scientific project? What is the relation between studying politics and creating or maintaining a democratic politics and political culture? We start with these questions and then analyze basic concepts: power, culture, action, and freedom. - What is power? What are the relations among force, coercion, and persuasion? - How does culture matter for politics? - Is political action normative, rational, or both? - What is freedom? What are the relations between capacities and constraints? The course provides a window onto major themes in the history of Political Science in the United States and elsewhere. It is required for M.A. students in Politics and open to Ph.D. students in Politics. It is open to students in other Departments and programs. The course features presentations on these concepts and on their own related work by members of the NSSR Politics faculty. Authors include Hannah Arendt, Isaiah Berlin, G.A. Cohen, Robert Dahl, Michel Foucault, Martin Luther King, Jr., Steven Lukes, Jane Mansbridge, Martha Nussbaum, Susan Moller Okin, Elinor Ostrom, Orlando Patterson, Jean-Jacques Rousseau, William Riker, Amartya Sen, Michael Walzer, and Max Weber.

GPOL 5610 Truth, Deception, & Self-Deception in Politics, Philosophy, & the Media
James Miller

In recent years the meaning of truth, and the value of truth-telling, have both come into question. Large numbers of Americans express skepticism about the reliability of reporters and journalists. Meanwhile, ordinary citizens everywhere are bombarded daily with misleading claims made by various authorities. So what exactly is the meaning of truth in our own information-rich yet often confounding age of networked global media? And what, if any, virtue is there in continuing to aspire to “truthfulness” in word and deed? This seminar will explore these questions by reading a variety of classic texts; by examining some of the literature on the psychology of how human beings process information; by analyzing some recent philosophical responses to the questions; and by looking at recent attempts by investigative reporters to unmask the truth about various American policies. Readings include: Hannah Arendt’s essays on truth and lying in politics; Sophocles' Oedipus Rex; Plato’s Republic with special reference to the idea of a noble lie and the myth of the cave; Augustine on lying; Machiavelli, The Prince; Nietzsche’s thoughts on truth, as expressed in selections from his notebooks of the early
1870s; Walter Lippmann, Public Opinion; Daniel Kahneman, Thinking Fast and Slow; Edward Bernays, Propaganda; Richard Rorty, What's the Use of Truth; Bernard Williams: Truth and Truthfulness; Jonathan Schell, The Time of Illusion; an Arendtian analysis of Richard Nixon’s Presidency; Glenn Greenwald on Edward Snowden; and Seymour Hersh on the death of Bin-Laden and the subsequent controversy over the truthfulness of Hersh’s account.

GPOL 6022 Postcolonial & Feminist Theories
Lily Ling
This course will survey postcolonial and feminist theories of International Relations (IR) since the turn of the millennium. Although highly varied in scope and topic, concepts and methods, this literature converges on a perspective identified as “subaltern”: that is, from “inside” and “below.” Postcolonialists center primarily on global relations between Self and Other in spaces racialized by Euro-American colonialism and imperialism; and by feminists, regarding men and women, and masculinity and femininity. Postcolonial-feminists integrate the two literatures by intersecting race with gender to account for how and why world politics plays out the way it does. The course will extend beyond the substance of the matter (e.g., “race,” “gender,” “colonialism,” “imperialism”) to show how IR concepts themselves are racialized and gendered, along with associated assumptions about class, nationality, and culture, not to mention norms, institutions, and practices. The course will close with an examination of recent attempts to develop “counter-hegemonic” theories of IR from sites identified as the global South.

GPOL 6132 Themes from Marx
Ross Poole
The course will fall into two parts: The first half (more or less) of the course will consist of a systematic reading of Capital Volume 1. It will aim to provide an account of the main arguments and themes and to examine the methodology. In the second half, we will discuss a number of important concepts, doctrines and arguments to be found in Marx’s work. These will include: Marx’s conception(s) of history; alienation & fetishism; ideology, science, critique; the rejection of utopianism. In each case, the discussion will take as its starting point passages in Capital Vol. 1 and other relevant texts in Marx’s work; and then look at the contribution (development or critique) by a later theorist (e.g. Lukacs, Benjamin, Althusser).

GPOL 6388 -Democracy and Antidemocratic Politics in the United States
David Plotke
What – if anything - should democratic polities do about significant political actors who oppose democratic practices? This question has great immediate interest in the United States. Strong efforts occur to ban certain immigrants, treat prominent media as ‘enemies of the people, narrow voting rights, and prevent racist speakers from making speeches – on grounds of democracy and security. Political actors propose ‘new political orders’ and ‘revolutions’ in which opponents would be marginalized or suppressed. Do democratic practices require any protection from adversaries or stringent critics? Can one counter serious threats to democratic politics while respecting the rights of citizens, including citizens who oppose democracy? We address these questions with a U.S. focus and comparative referents. We look at cases where antidemocratic forces pose real problems for democratic politics. We address difficult issues: toleration and its limits; the regulation or suppression of dangerous themes, symbols, and organizations; civil disobedience and the role of force in democratic politics; and whether truth is a necessary concept for democratic political life. In Political Science, this course is at the junction of American Politics and Political Theory. We aim to analyze relations between antidemocratic political forces and democratic polities and to consider alternative responses. Readings include documents, speeches, and popular and scholarly works from these organizations and authors: S. Bannon, P. Berman, Catholic Church, E. Chenoweth, J. Habermas, Italian Communist Party, M.L. King, Jr., G. Mackie, M. Matsuda, P. Niesen, A. Phillips, A. Przeworski, J. Rawls, N. P. Singh, South African Communist Party, G. Stone, J. Varon, M. Walzer.

GPOL 6406 Radical Democracy
Andreas Kalyvas
The seminar focuses on radical democracy in a broader attempt to radically rethink the modern concept of democracy. It will introduce students to various formulations of the radical democratic project (absolute democracy, true democracy, agonistic democracy, constituent democracy, fugitive democracy, democracy as disagreement, democracy to come, etc.) and examine contemporary debates over the content, meaning, and value of democracy. The main emphasis is on the modern advent of democracy as the seminar engages with the relationship between democracy and the state, freedom and order, legality and legitimacy, participation and inclusion, equality and difference, power and law. We will consider the promises and paradoxes of popular sovereignty, constituent power, constitutionalism, and citizenship and interrogate the tense and contested relationship between democracy understood as a form of government and/or as a revolutionary practice of resistance to domination. We will also discuss the dilemmas of popular sovereignty and the challenge of representation and consider the interplay between pluralism and identity, the drive for inclusion and the play of exclusions. The objective is twofold: 1) to determine which radical elements in democratic theory remain current, no matter what form they take in various historical and theoretical instances; 2) to understand that the concept of radical democracy is indeed not abstract and transcendental but historical and political, with its central impetus being the self-interrogation and self-alteration of society. Authors like Ernesto Laclau and Chantal Mouffe; Cornelius Castoriadis, Claude Lefort, Sheldon Wolin, Jacques Rancière, Wendy Brown, Jacques Derrida, Antonio Negri, and Miguel Abensour will be central in this rethinking of democracy and the overall attempt of the seminar to construct the genealogy of a discourse that seeks to break away from the democratic closure of the present.

GPOL 6414 Black Lives Matter and the Democratic Necessity of Social Movements
Deva Woodly
This course is a theoretical and empirical investigation of the place of social movements in democratic life. Focusing on the contemporary Movement for Black Lives, we explore the
theory and practice of movement building and its broad implications for both democratic theory and practical politics.

GPOL 6429 The Development of Modern International Relations
Quentin Bruneau This course is concerned with the making of modern international relations. It explores the issue through the history of what is traditionally called the “international system,” “international society,” or the “society of states,” focusing particularly on the 17th, 18th, and 19th centuries. The course is structured around three themes. The first concerns the geographical and chronological origins of international society. Here, we will examine such topics as the extra-European origins of sovereignty and modern territoriality, as well as the issue of benchmark dates in international relations (e.g., 1648, 1789, and 1914). The second theme pertains to the normative principles and patterns of stratification underpinning international society. In this section, we will deal with topics such as humanitarian intervention and the idea of “concerts of powers.” The third theme relates to the transformation of key institutions of international society, particularly diplomacy, international law, and war. In this part of the course, we will study subjects such as the rise of a “standard of civilization” in international law, the codification of the laws of war, and the decline of an aristocratic diplomatic corps. The course will end by asking whether international relations have changed to the point where it is possible to speak of a post-modern form of world order.

GPOL 6434 Great Transformations
Sanjay Ruparelia This seminar analyzes the political economy of the modern welfare state in comparative historical perspective. It addresses the following questions: Why did the modern welfare state emerge in the twentieth century? What factors explain the variety of processes of capital accumulation and social protection across the world? What have been the consequences of these differences for patterns of human welfare, democratic politics and economic development? The first part of the seminar examines the construction of modern welfare systems in Europe and the United States in light of Karl Polanyi’s classic account, The Great Transformation, and their key differences. In part two we survey the variety of social welfare regimes in the global south from the 1950s to the 1970s, ranging from the productivist welfare regimes of East Asia and state corporatist systems in Latin America to informal security arrangements of South Asia and Sub-Saharan Africa. Part three of the seminar analyzes the patterns, causes and ramifications of comparative welfare retrenchment since the 1980s in the wake of the Washington Consensus. In part four, we investigate diverse contemporary attempts to tame growing socioeconomic inequalities—ranging from rights-based legal activism and radical social movements to popular militant insurgencies—in America, India, China and Brazil. The seminar concludes by assessing the possible futures of the modern welfare state and its alternatives.

GPOL 6445 Borders and Migration
Sandro Mezzadra Borders and migration are at the center of some of the most intense conflicts in the contemporary world. As an institution and a human movement they both raise strategic, although often unnoticed questions for political theory. If one thinks of the most important modern political concepts - from sovereignty to citizenship, from nation to territory - it is easy to see that they are all predicated upon specific borders and practices of bordering. Migration in turn puts pressure on these borders, challenges them, and eventually problematizes the issue of political belonging. Borders and migration (labor mobility) also play strategic roles in the working of capitalism, in history as well as in the present. The course will look at these entanglements starting with a set of historical and conceptual clarifications and then focusing on the present. Instances of conflicts surrounding migration in different parts of the world (including but not limited to the U.S. and Europe) will be discussed as well as theoretical approaches to a critical analysis of migration.

GPOL 6468 Global Political Ecology
Rafi Youatt Global ecological crisis has become the normal condition within which multi-scalar global governance and politics takes place. This condition has generated new planetary political objects (oceans, climate, mountains) as well as its own geologic era (the Anthropocene), and it has reinforced the idea of the human species as an historical agent, both of responsibility and redemption. It has also spawned new categories of political being, such as green militaries, carbon traders, ecosystem service providers, indigenous guardians of disappearing species, border fence wildlife managers, and nonhuman rights holders. To understand these developments, the course first approaches the techniques, scales, and imaginaries of contemporary ecological politics across a range of cases, before surveying a series of key issues and debates within global political ecology.

GPOL 6488 Political Economy of Development
Martin Frazier This course offers a critical survey of key concepts, theories and paradigms in the political economy of development since 1945. It seeks to provide an intellectual history of the field as well as an assessment of the power and limitations of rival explanatory approaches. The first section examines classical developmental paradigms: modernization, planning and late industrialization; dependency and world system theories; the neoclassical counter-revolution; gender, feminism and development; and governmentality, high modernism and post-development. The second part of the course explores various attempts to reconfigure the political economy of state-society relations and the prospects of development by analyzing the impact of developmental states; institutions, democratization and good governance; participation, decentralization and social capital; and ethnic conflict and state failure. The final section recasts the frame by examining the long-term impact of physical geographies, colonial legacies and economic globalization on the prospects of development. Although primarily analytical, the course also seeks to assess rival theoretical frameworks vis-à-vis specific cases in Asia, Sub-Saharan Africa and Latin America.

GPOL 6490 Global Political Economy
Quentin Bruneau This course is a historical introduction to Global Political Economy (GPE). In addition to providing a basic overview of global economic and financial history, the course introduces
equalit the same as questions. If inequality is not the same as difference, and political institutions. inequality may be government policies and the social relations, such as changing family relations. Some emphasize economic factors (such as sources & influence.

And we will analyze emerging inequality. The course focuses on the United States early in the century to the middle of the twentieth, include western formal boundaries of the US, and aspects of private well as public lives. The emphasis is the social, cultural, and daily dimensions of imperial power rather than diplomacy and strategy. Examples, from the conclusion of the eighteenth century to the middle of the twentieth, include western expansion, post-Civil War Reconstruction, race and domesticity, and the global process of "Americanization," in other words, the transnational presence of the US as a model for social relations, political structures, and popular culture.

GPOL 5379 Inequality and Contemporary Politics
David Plotke

How should we explain changes in major forms of inequality in the last several decades? When does inequality become politically contentious? This course aims to answer these questions. We analyze the dramatic growth of inequality in income and wealth and other contemporary forms of inequality. The course focuses on the United States early in the 21st century (in comparative context). In addition to economic inequality we examine social inequality along several dimensions (including racial and ethnic inequality). And we will analyze emerging inequalities in political access and influence. We will assess competing accounts of the sources & dynamics of these different kinds of inequality (and their relations). Some emphasize economic factors (such as international competition, or returns to skills and education). Others center on social relations, such as changing family structure and racial and ethnic relations. Yet other sources of inequality may be government policies and the shape of political institutions. We also take up several hard theoretical questions. If inequality is not the same as difference, and equality is not the same as identity, what do we mean by equality? What kinds of inequalities are fair? What inequalities are most difficult to reduce or avoid? Which ones are unfair and subject to change? This course is open to M.A. and Ph.D. students in Politics. It may be of interest to students in several other NSSR programs. Seniors at ELC may enroll with the permission of the instructor. Readings include works by these and other authors: Danielle Allen, Larry Bartels, Yochai Benkler, Lawrence Bobo, Samuel Bowles, Ta-Nehisi Coates, G.A. Cohen, Robert Dahl, Jennifer Hochschild, Martin Luther King, Jr., Leslie McCall, Thomas Piketty, Bruce Western, and Erik Wright.

GPOL 6134 Historical Methods & Sources
Claire Potter

Historical Methods and Sources offers theoretical perspectives on and practical training in historical research, writing, and representation. We begin by exploring debates surrounding what history is as mode of narrative, form of textuality, and set of relationships to the past. The remainder of the course provides hands-on training in what historians do: culled and interpret primary sources; locate and pull materials from archive; identify relevant contexts and relate texts to them; assess existing literature; review books; design research; and intervene in historiographic debates by crafting original arguments. Individual projects will be tailored toward students' research interests and build toward (or enhance) work on their Masters theses. This course is mandatory for all Historical Studies Master students and for all PhD students doing joint programs in history, but it is open to all NSSR graduate students who are interested in historical research and methodology.

GPOL 6139 America’s Empires
Oz Frankel

Empire is a keyword of our time. It has been in great use since the American invasion of Afghanistan and then Iraq—either to celebrate or to castigate US foreign policy—but even before 9/11, thinking of the US in terms of empire informed the study of American history. This seminar addresses the utility and feasibility of empire as a term of analysis in US history. It takes an expansive view of empire that includes diverse systems of domination and inequality, inside and outside the formal boundaries of the US, and aspects of private as well as public lives. The emphasis is the social, cultural, and daily dimensions of imperial power rather than diplomacy and strategy. Examples, from the conclusion of the eighteenth century to the middle of the twentieth, include western expansion, post-Civil War Reconstruction, race and domesticity, and the global process of "Americanization," in other words, the transnational presence of the US as a model for social relations, political structures, and popular culture.

GPOL 6369 Globalization and Its Discontents
Victoria Hattam

This seminar focuses on the multi-sensory nature of politics: touch, smell, sight, sound, and taste. The senses can be shown to have had considerable political force and senses and affects perform political work. Does the sensorium have a social and political history? How does politics look, feel, and order public and private experience? How might appeals to the various senses shape political identifications? We begin with the premise that the senses are at once historical and are constantly reconfigured as they are wielded towards particular
purposes by different actors. We look at that part of the sensorium which includes the unconscious contents of political moments—the interplay of aesthetics, affect, and sensation. Here, social difference and power are not necessarily articulated in words nor contained in the realm of the intentional. We also look at some artistic and political movements that have taken the relationship between the senses and more conscious political objectives as their subject. Recently, anthropologists, historians, feminist theorists, designers, and a wide range of scholars across the humanities and social sciences have been conducting sensory research and asking questions about feelings such as fear, shame, disgust, and rage as aspects of political experience and political formations. We will draw on a wide-range of readings to broaden the concept of the political, including that which is often unconscious and unspoken. Throughout the semester, the class will zigzag back and forth between theory and experimenting with the senses as presences in the classroom. We will look at art that self-consciously comments on politics through a variety of means, sensual and aesthetic, and at quite other materials in which the senses play a less articulated but powerful part. Visitors to the class will bring perfume, suggest new listening practices, and perform with students avant garde pieces intended to combine the senses with ideas for change. Possible readings from such authors as: Maurice Merleau-Ponty, Alan Kapro, Ann Cvetkovich, Ellen Willis, Sianne Ngai, Peter Stallybrass, Sarah Ahmed, William Miller, David Halperin, Audre Lorde, Michael Warner, James Scott, Ann Stoler, Shulamith Firestone, Lauren Berlant, Irit Rogoff, Hugh Raffles, Susan Sontag. New work on the sensorium is proliferating; we will draw from a wide range of material. Wherever possible, we will bring a multi-sensory encounter into the classroom, or go out into the city and see how the political is enacted beyond the walls of the university.

GPOL 6416 Critical Theories of Contemporary Capitalism.

Finance, Logistics, Extraction
Sandro Mezzadra
The course will start with a historical framing of the question regarding the peculiarity of contemporary capitalism, briefly considering some of the most influential classical approaches to the study of capitalism. It will subsequently focus on more recent debates and will examine several proposals to conceptually grasp the specific capitalist formation that began to take shape in the early 1970s. Such concepts as flexible accumulation and late capitalism, the knowledge economy and neoliberalism, cognitive and postcolonial capitalism, Empire and postfordism will be critically discussed. On the basis of this discussion the course will then examine recent developments in three key “sectors” of capitalist operations, i.e. finance, logistics, and extraction. Discussing both case studies and theoretical works regarding these developments the attempt will be made to take finance, logistics, and extraction as points of entry for a more general analysis of contemporary capitalism.

GPOL 6417 Transnational Border Lab: Theory, Practice and Scholar-Activism
Anne McNevin
This course examines the border as a site of political struggle and a laboratory for political innovation. It provides a comparative, transnational perspective on contemporary border struggles in the EU and US contexts. It examines theoretical perspectives informing those struggles, and develops students’ capacities for scholar-activism on the border. Against the rise of restrictive border policing, populist anti-immigrant politics, and precarious migrant labor, the course examines the political mobilization of undocumented people, asylum seekers, refugees and precarious border dwellers; sanctuary and ‘no-borders’ movements; and broader traditions of asylum, hospitality and solidarity. The course will include students from The New School as well as students from the University of London. It will include field trips to transnational border zones where students will directly engage sites, actors, and agencies involved in border struggles.

PLEASE NOTE: In addition to undertaking a course of reading over the term, students must be available to travel to Paris and the US/Mexico border over two intensively taught week-long periods, during Spring break, and in late May over the Summer break. Students must also be available for a small number of seminars during term in the scheduled class time (these classes will be intermittent rather than weekly). Funding may be available to cover the costs of travel and accommodation. Students may need to cover the costs of meals and incidentals whilst on field trips. Instructors: Anne McNevin, Alexandra Delano and Engin Isin (University of London, Paris Institute)

GPOL6421 Statocentrism and the Making of Political Modernity
Andreas Kalyvas

GPOL6433 Political Sensorium
Victoria Hattam and Ann Snitow
This seminar focuses on the multi-sensory nature of politics: touch, smell, sight, sound, and taste. The senses can be shown to have had considerable political force and senses and affects perform political work. Does the sensorium have a social and political history? How does politics look, feel, and order public and private experience? How might appeals to the various senses shape political identifications? We begin with the premise that the senses are at once historical and are constantly reconfigured as they are wielded towards particular purposes by different actors. We look at that part of the sensorium which includes the unconscious contents of political moments—the interplay of aesthetics, affect, and sensation. Here, social difference and power are not necessarily articulated in words nor contained in the realm of the intentional. We also look at some artistic and political movements that have taken the relationship between the senses and more conscious political objectives as their subject. Recently, anthropologists, historians, feminist theorists, designers, and a wide range of scholars across the humanities and social sciences have been conducting sensory research and asking questions about feelings such as fear, shame, disgust, and rage as aspects of political experience and political formations. We will draw on a wide-range of readings to broaden the concept of the political, including that which is often unconscious and unspoken. Throughout the semester, the class will zigzag back and forth between theory and experimenting with the senses as presences in the classroom. We will look at art that self-consciously comments on politics through a variety of means, sensual and aesthetic, and at quite
other materials in which the senses play a less articulated but powerful part. Visitors to the class will bring perfume, suggest new listening practices, and perform with students avant garde pieces intended to combine the senses with ideas for change. Possible readings from such authors as: Maurice Merleau-Ponty, Alan Kapro, Ann Cvetkovich, Ellen Willis, Sianne Ngai, Peter Stallybrass, Sarah Ahmed, William Miller, David Halperin, Audre Lorde, Michael Warner, James Scott, Ann Stoler, Shulamith Firestone, Lauren Berlant, Irig Rogoff, Hugh Raffles, Susan Sontag. New work on the sensorium is proliferating; we will draw from a wide range of material. Wherever possible, we will bring a multi-sensory encounter into the classroom, or go out into the city and see how the political is enacted beyond the walls of the university.

GPOL 6451 Memory, History and the Past
Ross Poole
Theoretical: What is memory? What is the role of memory on social life? Why has the rhetoric of memory become inescapable in contemporary politics? We will pursue these questions through the work of Walter Benjamin, Maurice Halbwachs, Pierre Nora, Jan Assmann, and recent theorists. To some extent, the choice of case studies will be up to student interest. However, we will probably look at he following: (a) Freud on Moses. Freud's Moses and Monotheism, written just before his death, was his attempt to come to terms with his own Jewish heritage. It was extremely speculative, even by Freud's relaxed standards, and has often been dismissed as historical fiction. However, in recent years it has attracted extremely important commentary from Yosef Yerushalmi, Jan Assmann, Jacques Derrida, and Richard Bernstein. This debate introduces some of the main issues and problems on thinking about memory; it is surprisingly relevant to contemporary politics. (b) The Holocaust: Moral Universal, Nationalist Icon, or Moral Kitsch? Much of the impetus for the current boom in memory studies comes from the Holocaust. It is important to look beyond its near sacred aura and engage with its role in contemporary politics. We will discuss the relationship between individual ('survivor') memory and public commemoration, the concept of trauma, and look especially at the tension between recent claims that the holocaust functions as a 'moral universal', and its special place in the self-understanding of Israel, Germany, and the United States. (c) Memory and Transitional Justice. We will look at some of the problems in making a transition from authoritarian and repressive regimes to more liberal and democratic ones. To what extent should new regimes pursue the crimes of the past? One proposal calls for 'acts of oblivion,' that is, amnesty and amnesia, so that the new regime can look to the future. Others call for trials, truth commissions, and the like, not merely to pass judgment on the past, but also to create memories that are appropriate for the future. We will consider two or three examples, probably South Africa, and others drawn from Latin America and/or Eastern Europe.

GPOL 7001 Field Seminar Comparative Politics
Mark Frazier
This course seeks to engage both new and enduring questions in comparative social research. It is designed to encourage students to think critically and creatively about the study of politics and the political in comparative perspective and to provide the intellectual foundations for the development of their own research agendas. In the course, we read works of social research that take seriously the spatial and temporal contexts that embed relations of power and exchange. Such contexts may be local or global, and comparisons may be explicit or implicit. A central objective is to generate new questions for comparative inquiry—questions that emerge through our engagement with fieldwork-based research and open novel avenues for theorization. The seminar is open to graduate students from any department at NSSR; some seminar participants may wish to use the course in preparation for the qualifying exam in comparative politics, but it is not designed exclusively for this purpose.

GPOL 7002 Field Seminar Global Politics
Anne McNevin
This course is an advanced graduate seminar in global politics and international relations. It provides a critical survey of this field, in order to prepare PhD candidates for the qualifying exam and their doctoral research.

GPOL 7300 PhD Seminar
Faculty
This course centers on the work of PhD students, primarily research papers and dissertation proposals. It is intended to prepare students for writing their dissertations. Thus, the specific direction of the course is shaped by the work and interests of participants, along with relevant work that the instructor introduces. Normally the PhD seminar is offered as a yearlong course for three credits, and meets every other week.
DEPARTMENT OF PSYCHOLOGY

The department was founded by pioneer Gestalt psychologist, Max Wertheimer, who came to The New School from the University in Exile. It has a worldwide reputation for excellence, as represented by its distinguished faculty, which has included such luminaries as Leon Festinger, Jerome Bruner, Hans Wallach, Irving Rock, Kurt Goldstein, Serge Moscovici, and Solomon Asch. In the department today, there is strong emphasis on research that contributes to the general body of knowledge in psychology while being sensitive to social, cultural, and political influences and concerns.

Contact information
Psychology Office: 212.229.5727
Admission Liaison
PsychLiaison@newschool.edu

Administrative staff
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Trisha Toelstedt, Director of Clinical Student Affairs, The New School Clinical Psychology PhD Program

Faculty
Howard Steele, Co-Chair, and Professor
Bill Hirst, Co-Chair, Professor
Doris F. Chang, Associate Professor and Director of Clinical Training (fall 2017)
Christopher Christian, Assistant Professor
Wendy D’Andrea, Assistant Professor
Shai Davidai, Assistant Professor
Jeremy Ginges, Associate Professor
Lawrence Hirschfeld, Professor of Anthropology and Psychology
William Hirst, Malcolm B. Smith Professor
Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology (on leave spring 2018)
Joan Miller, Professor and Director of Undergraduate Studies (on leave spring 2018)
Lisa Rubin, Associate Professor (on leave spring 2018)
Jeremy Safran, Professor (on leave spring 2018)
Michael Schober, Professor and Associate Provost for Research (on leave fall 2017)
Miriam Steele, Professor and Director of Clinical Training (spring 2018) (on leave fall 2017)
Jenifer Talley, Assistant Professor and Assistant Director of Clinical Training, Assistant Director of Concentration in Mental Health and Substance Abuse Counseling
McWelling Todman, Associate Professor and Director of the Mental Health and Substance Abuse Program (on leave spring 2018)

Part-time Faculty
Andrew Evdokas, Part-time Assistant Professor
Ali Khadivi, Part-time Assistant Professor
James Root, Part-time Lecturer
Herbert Schlesinger, Part-time Assistant Professor (Professor Emeritus)
David Shapiro, Part-time Assistant Professor (Professor Emeritus)
Andrew Twardon, Part-time Assistant Professor

Visiting Faculty
Michele Miozzo, Visiting Professor
Anne Maas, Theodor Heuss Visiting Professor
Caterina Suitner, Theodor Heuss Lecturer (fall 2017)

Postdoctoral Fellows
Shelley Feuer, Postdoctoral Fellow
Namrata Goyal, Postdoctoral Fellow
Hammad Sheikh, Postdoctoral Fellow
Michael Wice, Postdoctoral Fellow

Clinical Associates
Clinical associates provide clinical training and supervision to graduate students at affiliate clinical training sites.

Tessa Addison, LCSW
Daisy Alter, Ph.D.
Barbara S. Baer, Ph.D., ABPP-CN Board Certified in Clinical Neuropsychology
Howard Hillel Becker, Psy.D., Bronx VA Medical Center
Silvia Birklein, Ph.D., Private Practice
Inga Blom, Ph.D., Lenox Hill Hospital
Doris Chang, Ph.D.
Cory Chen, Ph.D., Nicole Nehrig, PhD, Amy Palfrey, PhD, Manhattan VA PRDP
Christopher Christian, Ph.D.
Elizabeth Clark, Psy.D., Fordham University Counseling Services - Rose Hill Campus
Jonathan Cohen, Ph.D., Andrus Children's Center
Sean Condon, Ph.D., Private Practice
Wendy D’Andrea, Ph.D.
Loren Dent, Ph.D., Lenox Hill Hospital
Martin Devine, Ph.D.
Tia Dole, Ph.D., North Bronx Healthcare Network
Melanie Eckhoff, Ph.D., South Beach Psychiatric Center
Andrew Evdokas, Ph.D., Bronx-Lebanon Hospital Center
Jenny Finkelstein, Ph.D., New School Counseling Center
Maxine Gann, Ph.D., Private Practice
Daniel Ginsler, Ph.D., William Alanson White Institute (WAWI)
Ismini Giorgiadis, Ph.D., Rebecca School
Peter Glick, Ph.D., Mount Sinai World Trade Center
Jason Gold, Ph.D., Private Practice
Judy Gold, Ph.D.
Tiffany Haick, Ph.D., Private Practice
Robert L. Hatcher, Ph.D., The Graduate Center at the City University of New York Counseling Center
Glen E. Heiss, Ph.D., New York University/Bellevue Hospital Center
Paul Hymowitz, Ph.D.
Nancy Johnson, Ph.D., Private Practice
Judy Kaufman, Ph.D.
Ali Khadivi, Ph.D., Bronx-Lebanon Hospital Center
Jerome H. Kogan, PsyD, Lenox Hill Hospital
Michael Kovitt, Ph.D., Pennsylvania Hospital
Alexander Kriss, Ph.D., Private Practice
Maria Lechich, Ph.D., New York University Postdoctoral Program in Psychotherapy and Psychoanalysis
Sondra Leftoff, Ph.D.
Kenneth A. Lehman, Ph.D., Jesse Brown VA Medical Center
Virna Little, PsyD, The Institute for Family Health
Josephine Loiacono-Donovan, PsyD, Coney Island Hospital
Laura Loewenthal, Ph.D., South Beach Psychiatric Center–Heights Hill
Melissa Magnotti, Ph.D., Brooklyn VA
Almas Merchant, Ph.D., Brightpoint Health
Catherine Mindolovich, Ph.D., Harlem Hospital Center
Ernesto Mujica, Ph.D.
Pravina Nair, PsyD, Jamaica Hospital Medical Center
Tehela Nimroody, Ph.D., New York Psychoanalytic Institute
Danielle Novack, Ph.D.
Nadine Obeid, Ph.D., Private Practice
Elizabeth Ochoa, Ph.D., Mt. Sinai Beth Israel Medical Center
Josie Oppenheim, M.A., N.C.PsyA, L.P.
Funto M. Oyewole, PsyD, South Beach Psychiatric Center–Mapleton Outpatient Services
Carlos Padrón, MA
Jessica Pearson, Psy.D., Mt. Sinai Services/Elmhurst Hospital
Sharon Peled, Ph.D.
Olga Poznansky, Ph.D.
Diana Punales, Ph.D., Columbia University Medical Center
Munib Raad, LCSW & Morris Roy, Ph.D., Callen-Lorde Community Health Center
Patrick Rafferty, Ph.D., Private Practice
Simon A. Rego, Psy.D., ABPP, ACT, Albert Einstein College/Montefiore Medical Center
Paul Rhindress, Ph.D., Brooklyn VA Outpatient Clinical Psychology Rotation
Juan Riker, Ph.D., University of California - Santa Barbara
Sally Robles, Ph.D., Brooklyn College Counseling Center
James Root, Ph.D., Memorial Sloan Kettering Cancer Center Department of Psychiatry and Behavioral Services
Erica Rosenthal, Ph.D.
Lisa Rubin, Ph.D.
Rita Ryan, Ph.D., Long Island Jewish Medical Center, The Zucker Hillside Hospital
Jeremy Safran, Ph.D.
Cameron Searle, Ph.D. South Beach Psychiatric Center Bensonhurst
Malini Singh, Ph.D.
Clarissa Slesar, Ph.D., Private Practice
Loren Soeiro, Ph.D., ABPP
Susan Sussmann, Ph.D., Columbia University Medical Center
Jenifer Talley, Ph.D.
McWelling Todman, Ph.D.
Susan Tross, Ph.D., Mt. Sinai & St. Luke’s Roosevelt (West) Hospitals
Elihu Turkel, Psy.D., Long Island Jewish Med Center/Zucker-Hillside Hospital

Andrew Twardon, Ph.D., St. Luke’s-Roosevelt Hospital Center for the Intensive Treatment of Personality Disorders
Aleksandra Wagner, Ph.D.
Lyra Ward, Ph.D., Maimonides Wellness and Recovery Program
Carol Zeits, Ph.D.

Programs of Study
The New School for Social Research offers a general Master of Arts in Psychology that provides broad training in the major fields of psychology and an MA with a concentration in mental health and substance abuse counseling. There are two distinct doctoral programs, with separate application processes, for which students may apply after completing the master’s degree: the PhD in Cognitive, Social, and Developmental Psychology (CSD), and the PhD in Clinical Psychology. The department promotes an interdisciplinary approach to psychological research at all levels. Interchange between the CSD and Clinical programs is encouraged, and doctoral students are free to work with faculty from both areas. Students enter the Department of Psychology only by admission to the general Master of Arts program.

Advanced Standing
A student who holds a master’s degree in psychology from another institution may petition to enter The New School’s MA program with “advanced standing.” Advanced standing is not automatic; it is awarded at the discretion of the admission committee to students with outstanding academic qualifications. Applicants admitted with Advanced Standing are informed in their acceptance letters.

Master of Arts in Psychology
The MA degree is awarded for completion of 30 credits, including three courses in cognition and neuro-biological psychology; at least three courses in social, developmental, and abnormal psychology; and Introduction to Statistics and Research Design. All students are required to take the noncredit Proseminar (GPSY 6100) in the first semester or as soon as possible after entry into the program to facilitate their awareness of the full range of research opportunities available in the Psychology Department. Students who expect to advance to a PhD program also must take our Research Methods course, unless they are on the Research MA track (see immediately below), as well as Introduction to Statistics and Research Design.

Research MA Track
This highly selective program offers an intensive research experience working in apprenticeship to a member of the faculty. Students matriculated in the master’s program with a cumulative GPA of 3.7 or better can apply after completing at least 18 credits, but not more than 24 credits. If accepted, they must maintain the 3.7 GPA to remain in the program. Each Research MA student works closely with an assigned faculty member on a research project, writes an empirical master’s thesis based on the project, and defends the thesis in an oral examination. A maximum of one and one-half years is allowed for completion of the written thesis. Those who pass
MA Concentration in Mental Health and Substance Abuse Counseling

Completing the Master of Arts in Psychology degree in this specialized concentration offers early exposure to clinical material and fulfills the academic eligibility requirements to sit for the New York State Office of Substance Abuse Services’ (OASAS) Alcohol and Substance Abuse Counseling Certificate (CASAC) examination. The OASAS has created a new certification category, CASAC trainee (CASAC-T), for individuals who have completed a specific portion of the overall CASAC requirements and intend to continue on to full certification. The trainee certificate remains effective for a period of five years from the date it is issued. All CASAC trainees are qualified health professionals with respect to the mandated staffing mix of OASAS-licensed substance dependence programs and thus are immediately employable. One way to become a CASAC trainee is to complete the required and optional CASAC-relevant courses offered through this New School concentration. Visit www.oasas.ny.gov for more details about the CASAC process and requirements.

The curriculum of the MA Concentration in Mental Health and Substance Abuse Counseling (CMHSAC) is designed to meet current and anticipated professional needs in the field of substance abuse, particularly in the areas of dual diagnosis, harm reduction, assessment, mindfulness-based interventions, and program evaluation. The framework for the concentration is based on principles of integrative harm reduction psychotherapy, which recognizes the complexity of substance misuse from a biopsychosocial perspective and acknowledges the importance of the therapeutic alliance in developing collaborative treatment goals to minimize risk. Students who elect the concentration take two courses in general psychology; two courses in the areas of personality, social, and developmental psychology; and are required to take Adult Psychopathology, Introduction to Cognitive Neuroscience, and the four core substance abuse-related courses: Psychopathology III, Introduction to Substance Abuse Counseling, Advanced Issues in Substance Abuse Counseling, and Professional Issues and Ethics (for CASAC-T). Other general requirements to earn the MA degree in psychology apply, including the noncredit Proseminar course.

Supervised clinical placements at various treatment agencies in New York City are available to qualified students enrolled in the Concentration in Mental Health and Substance Abuse Counseling. Although participation in such a placement is not required, clinical experience in one of these treatment agencies is strongly recommended. For more information, consult the Mental Health and Substance Abuse Counseling Student Handbook, available in the psychology office and online at www.newschool.edu/nssr/ma-concentration-substance-abuse-counseling.

PhD Programs in Psychology

The New School for Social Research awards the doctor of philosophy degree in psychology in two programs: cognitive, social, and developmental psychology (CSD) and clinical psychology. Counting the 30 credits required for the master of arts degree, the CSD program requires completion of 60 credits and the clinical psychology program, 90 credits. Students enter either PhD program in psychology from the MA program. Acceptance is not automatic.

Preliminary Dissertation Proposal and Defense

Students who are accepted into the PhD program must write a short preliminary proposal for doctoral dissertation research, no longer than four to five double-spaced pages, consisting of a summary review of the literature and a simple outline of the study rationale, methodology, hypotheses, and planned analyses. The applicant submits the preliminary proposal to the dissertation committee chair and one other member of the student’s committee for a Preliminary Proposal Defense (PPD). The purpose of the PPD is to clarify any concerns the faculty may have about the proposal, confirm the student’s preparedness to address the subject matter, and provide feedback that will assist the student in writing a formal dissertation proposal. (The entire committee does need to review the Preliminary Dissertation Proposal or take part in the PPD.) Once the two committee members are satisfied with the PPD, they will give the student permission to begin preparing the formal Dissertation Proposal. (Note: PPD replaces the former Major PhD Qualifying Exam, or “Comps II,” which was required prior to 2007–2008.)

Doctoral Dissertation Proposal and Defense

The student expands the Preliminary Dissertation Proposal into a formal Doctoral Dissertation Proposal, which must include a review of the literature that provides a compelling rationale for the student’s research idea, a methods section that includes a detailed description and justification for the procedures to be utilized, and has a comprehensive list of references. The suggested length for the literature review is six to ten pages. No minimum length is suggested for the methods section, but it should be as long as necessary to provide an adequate rationale for and detailed description of the methodology. Any questionnaires or standardized scales to be utilized should be included in an appendix to the proposal. When the Doctoral Dissertation Proposal is complete, the student must schedule a formal defense before the three members of the student’s dissertation committee.

The Doctoral Dissertation

Every dissertation in psychology consists of two separate but related texts, each written at a level of sophistication that would be acceptable for publication in a peer-reviewed journal: (1) The Literature Review is a stand-alone article, critical and synthetic in nature, which will be based on the student’s review of the literature for the dissertation proposal but updated in light of the student’s evolving thinking and any relevant new literature that emerges while the dissertation data is being collected. (2) The Empirical Article is a stand-alone article that presents the results and conclusions of the student’s original research. Each section of the dissertation should be approximately 10,000 words (25–30 double-spaced pages) in
Applying to a PhD program

Applying to the PhD Program in Cognitive, Social, and Developmental

Students matriculated in the master’s program in psychology must formally apply to continue on to a doctoral program. Application may be made to the Cognitive, Social, and Developmental (CSD), or the Clinical program, or to both. To enter a doctoral program, a student must complete the distribution requirements for the MA degree with a cumulative GPA of at least 3.5 for the Clinical program and 3.7 for the CSD program at the time of application and have completed both a research methods course and the noncredit Proseminar course. The applicant must identify a member of the faculty to serve as a thesis advisor and must provide a personal statement of purpose. If the application is accepted, the department will appoint a dissertation committee.

Applying to the PhD Program in Clinical Psychology

Students currently matriculated in the MA program in psychology who meet all the other requirements for admission to doctoral study in clinical psychology can apply directly for acceptance to the PhD program. MA candidates who expect to enter the clinical psychology program must take courses in experimental psychology, human development, physiological psychology, statistics, social psychology, personality, and research design as part of their MA program of study. A list of these prerequisites and a full explanation of application procedures is available in the Psychology Student Handbook.

Application materials are available every year in November from the director of clinical student affairs in the Department of Psychology. The application deadline is February 1. Applications received after February 1 and any incomplete applications will not be accepted. When possible, applications should be submitted in person to the director of clinical student affairs. Applicants are responsible for following up before the application deadline to make sure that their applications were received. Students who received the MA in psychology from The New School for Social Research and are not currently matriculated must apply both to the director of clinical student affairs and, separately, to the university’s Office of Admission for readmission.

An MA degree does not guarantee admission to the PhD program, which is at the discretion of the faculty. Historically, successful applicants have finished their master’s programs with an average GPA of 3.8.

The clinical program admits approximately 15 students per year. Clinical admissions procedures are detailed in the Psychology Student Handbook.

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The average GPA of the successful MA applicant to the Clinical PhD program in the years ranging from 2015–2017 was 3.75.

Transfer students

Students who already have a master’s degree cannot enter the PhD program in psychology directly but must first enter the MA program. Those who are admitted to the MA program with Advanced Standing (see previous page) can apply to a PhD program after successfully completing at least one semester of study at The New School for Social Research, depending on how many of their previous credits are approved for transfer and assuming they successfully complete the other prerequisites for the PhD application (Research Methods, Proseminar, etc.).

Cognitive, Social, and Developmental Psychology

The cognitive, social, and developmental program emphasizes cultural psychology as a framework for understanding psychological theories and cognitive neuroscience and other biologically based perspectives as a basis for explaining mental and emotional activity. Overall, the research conducted in the program reflects a broad-based perspective and supports diverse methodological approaches and interdisciplinary work. At the doctoral level, each student concentrates in either cognitive, social, or developmental psychology through specialized seminars and independent study with members of the faculty who share the student’s interests. Students also can take relevant courses offered by other universities through the Inter-University Consortium. The doctoral program uses an apprenticeship model—a student works closely with a member of the faculty on collaborative research projects and developing a dissertation. Students are expected to become members of lab groups and to attend and present their own research at seminars and conferences.

Faculty and Research Emphases Associated with Concentrations

Cognitive (Profs. Hirst, Mack, Schober, Castano, Ginges, Miozzo): Faculty research centers on consciousness, memory, attention, language and thought, cognitive neuroscience, visual perception, and semantics; for example, the nature of
collective memory, inattentional blindness, unconscious perception of emotion, perspective taking in language use, psycholinguistics, conversational interaction, social media, psychology of music, emotion, cognitive style, and the cerebral hemispheres.

Social (Profs. Castano, Ginges, Hirschfeld, Hirst, Miller, Schober, Chang, Rubin, Davidai): Faculty research centers on political psychology, culture and cognition, close relationships, existential psychology and the impact of cultural artifacts on social cognition. Specific topics include dehumanization, conflict resolution, sacred values, essentialism and tentativity, self-objectification, culture and norms of reciprocity, interpersonal motivation, the origins of racial categories, and immigration and cultural conflict, judgement and decision-making, empathy and Theory of Mind.

Developmental (Profs. Hirschfeld, Miller, H. Steele, M. Steele): Faculty research centers on cognitive development, social cognition, and emotional development, and life course development; for example, development of a Theory of Mind, children’s understandings of racial groups, cultural influences on adolescence, parent–child relationships, intergenerational consequences of attachment, adoption and foster care, and children with autism and their families.

For more information, visit the website at www.newschool.edu/nssr/psychology.

Clinical Psychology

The clinical PhD program is accredited by the Commission on Accreditation of the American Psychological Association (the program’s accredited status was renewed for a full seven years following a successful site visit in December 2013). For more information or for questions related to the program’s accredited status, contact the Commission on Accreditation, 750 1st Street NE, Washington, D.C. 20002-4242; telephone 202.336.5979.

The training philosophy of the clinical psychology program is consistent with the scientist–practitioner model, which is aligned with the values of The New School for Social Research in emphasizing the integration of scholarship and practical values and activities. The following program goals are consistent with our scientist–practitioner training model: to educate psychologists who are competent in scholarship in clinical psychology and who have the requisite knowledge and skills for entry into the practice of clinical psychology. The program seeks to educate psychologists who integrate science and practice, and demonstrate competence in critical thinking about issues related to both scholarship and clinical work.

Students will develop attitudes for life-long learning, scholarly inquiry, and professional problem solving as psychologists in the context of an evolving body of scientific and professional knowledge.

The curriculum also emphasizes the roles of culture and context (social and historical) in mediating healthy psychological development, psychopathology, and psychotherapeutic change. Critical inquiry and debate are encouraged. Students are expected to seek training in a range of orientations through externship placements and to explore and integrate both interventions and theories from different perspectives, such as technical eclecticism, theoretical integration, common factors approaches, and assimilative integration.

To summarize, The New School program is about (1) integrating theory, research, and practice in a meaningful way by building a solid grounding in scientific psychology and applying this knowledge to research and practice in clinical psychology; (2) developing a solid grounding in the breadth of scientific psychology and learning to integrate this knowledge with both research and practice in clinical psychology; (3) developing attitudes of life-long learning and critical thinking in order to grow and develop as professionals in the field; (4) developing the requisite skills for entry into professional practice; and (5) developing an appreciation and respect for the values of diversity and pluralism: cultural, theoretical, and methodological. Some recent faculty research topics include mental health in ethnic minority communities, autism and attention deficit disorder, laterality, the neurobiological basis of consciousness, women’s health and gender issues, negotiating therapeutic impasses, internal processes of the therapist, attachment processes and therapeutic change, personality change, psychotherapy integration, effects of trauma and loss on children and adults, children’s understanding of mixed emotions, psychopathology and boredom, psychotherapy and Buddhism, developmental differences in cognitive styles, substance abuse, and ego depletion. For more information, including a summary of recent faculty research, visit the website at www.newschool.edu/nssr/psychology and select PhD in Clinical Psychology.

First-Year Students Clinical Training Experience at The New School Psychotherapy Program (NSPP)

Through an integrated sequence of coursework, case conferences, and practicum experiences, first year students in The New School Clinical Psychology doctoral program will receive a comprehensive foundation in diagnostic interviewing, assessment, and basic clinical skills, and exposure to psychodynamic, cognitive-behavioral and other approaches to therapy. Clinical training will take place at The New School Psychotherapy Program (NSPP) and an inpatient or community health setting for approximately 12 hours/week. The NSPP practicum will include individual therapy cases, individual and group supervision, case conference, and other clinically-relevant training experiences aimed at helping students to develop as scientist-practitioners. In addition, students will co-lead therapy groups at an inpatient hospital setting or a community health clinic. Students may be expected to begin their off-site placements as early as July, depending on the specific site. The NSPP placement typically
begins on the Tuesday following Labor Day in September and typically ends in August 31, but possibly earlier in accord with 2nd year externship start dates.

**Supervision.** During the 1-year NSPP practicum, first-year clinical students will carry 2 cases in individual psychotherapy: one case assigned from the community at large, and the other from The New School student counseling center. The duration of treatment will be up to one year, depending on how early the case is assigned. Students will receive 2 hours of weekly supervision: 1 hour of individual supervision and 1 hour of group supervision per week.

**Case Conference.** Students will participate in a year-long weekly case conference meeting led by the NSPP Center Director, Dr. Chris Christian. In this case conference, students will present videotaped segments of their clinical work for group discussion and supervision. The Case Conference meetings also provide opportunities for students to address administrative and clinical issues related to their work at the NSPP. On a bi-monthly schedule, invited guest speakers will speak on a variety of clinical and research topics to supplement students’ training. Students are required to attend the Clinical Case Conference, read and be prepared to discuss assigned readings, and participate actively during the open discussions.

**Assessment Training.**

1. **SCID-5 for DSM-5**. All first-year students will attend trainings for administering the Structured Clinical Interview for DSM-V (SCID-V) and other intake measures. The SCID-V is a semi-structured diagnostic interview designed to assist clinicians, researchers, and trainees in making reliable DSM-V psychiatric diagnoses. Students will be required to conduct SCIDs on an ongoing basis with potential patients for the NSPP. Completion of SCID assessments help students develop diagnostic skills, including skills for performing differential diagnoses. The NSPP Center Director supervises the SCID assessment process. Each student will present the findings from their SCID assessments to the Director in a disposition meeting. This training takes place within the first week of the beginning of the semester.


2. **HIPAA training.** All first-year students will be required to take a basic HIPAA training course before working with patients at the NSPP. Instructions for completing the 1-hour, self-guided, online training will be distributed in the summer so students can fulfill the training requirement prior to their NSPP start date.

3. **Theranest Training.** The NSPP utilizes Theranest, a clinic management software for progress notes, appointment scheduling, and billing invoicing. All first-year students will be trained to use the Theranest program during an orientation at the end of August.

4. **OQ-45.2 (Outcome Questionnaire)**. The NSPP utilizes the Outcome Questionnaire (OQ-45.2) to provide a means of tracking patient progress during ongoing therapy. The OQ compares patient progress across sessions with expected progress and provides alerts for use by clinicians. This measure provides quick feedback to therapists and can be used for supervision. All first year students will be oriented to the OQ-45.2 during an orientation at the end of August.


**Clinical Program Requirements**

Students admitted to the doctoral program in clinical psychology must complete 60 credits (beyond the 30 credits required for the master’s degree) by taking courses in clinical theory and technique, diagnostic testing, evidence-based practice, cultural and ethnic identities, ethics and professional issues, and two-year-long externship seminars. Students also must progress through a series of clinical training placements at The New School–Beth Isreal Center for Clinical Training and Research and other affiliated clinical placement sites. Clinical training culminates in a paid, full-time, APA accredited internship, procured through a national matching process.

**Length of the Program**

The curriculum is designed so that a student can earn the PhD degree in four years (not including the two-year MA program): three years fulfilling the academic and clinical practicum requirements and one year for the APA accredited predoctoral internship and completion of a dissertation.

**Years 1–4 of the Clinical PhD Program**

Year 1: Core clinical coursework and research

New School Psychotherapy Program (NSPP) Practicum

Year 2: Coursework and research

First externship

Year 3: Coursework and research

Second externship

Year 4: Dissertation

APA accredited internship

Students who are intent on completing the degree in four years generally are able to do so, but it is not unusual for a student to take longer in order to gain additional clinical experience.

**Please see Time to Completion/Degree Range Table (Figure 1) in Appendix A at the end of this catalog.**

To see program admissions policies that allow students to enter with credit for prior graduate work, go to www.newschool.edu/nssr/subpage.aspx?id=14106. Each individual case is unique, so the expected implications for time to completion will vary.

**Please see Internship Tables 1 and 2 (Figures 2 and 3) and Attrition Statistics Table (Figure 4) in Appendix A at the end of this catalog.**
As a result of changes in the overall structure and coherence of the program that were initiated in the early 1990s, there has been a general decrease over the last decade in the amount of time students take to complete the program. For example, the average time to completion decreased from 6.28 years in 2006 to 5.5 years in 2012. However, there was an unusually high number of students in the 2009 graduating class who took more than seven years to complete the program. More recently, the average time to complete the program has decreased from 6.25 in 2009 to 5.2 years in 2016.

Internships
Students are required to apply to APA-accredited internships. Permission is required from the director of clinical training in order to apply to a non-accredited internship program. The internship application process is time consuming, and students should be prepared to allow themselves sufficient time for the planning and preparation of their applications.

During the internship-match process, students seek ongoing advisement from the director of clinical student affairs and the director of clinical training.

Please see Licensure Table (Figure 5) in Appendix A at the end of this catalog.

Please see Program Costs Table (Figure 6) in Appendix A at the end of this catalog.

Psychology Courses
The following courses are offered in 2017–2018. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2017
Developmental, Personality, Abnormal, and Social Psychology (B-level)
GPSY 5120 Social Psychology
Emanuele Castano
This course provides students with a broad overview of social psychological research. Central to the course is the idea that human beings are not isolated entities who process information like computers, but social animals engaged in a complicated network of social relations, both real and imagined. Constrained by our cognitive capacities and guided by many different motives and fundamental needs, we attempt to make sense of the social world in which we live and of ourselves in relation to it. We see how this influences perceptions of the self, perceptions of other individuals and groups, beliefs and attitudes, group processes, and intergroup relations. Readings emphasize how various theories of human behavior are translated into focused research questions and rigorously tested via laboratory experiments and field studies.

Developmental, Personality, Abnormal, and Social Psychology (B-level)
GPSY 5155 Adult Psychopathology
McWelling Todman
This course is a comprehensive introduction to the history, theories, and research associated with some of the more important types of adult psychopathology.

GPSY 6100 Proseminar
Staff
Required for all master’s degree students. This course exposes students to the full range of current research of the psychology faculty and includes discussion of professional and career issues. Each week a different faculty member presents his or her recent research. Regular attendance is required. Completion of this course is a prerequisite for applying to the PhD programs.

General Psychology (A-level); Substance Abuse
GPSY 6101 Introduction to Cognitive Neuroscience
Michele Miozzo
Students are introduced to the structure and function of physiological substrates of behavior. The role of physiological systems in the regulation of behavior is examined with emphasis on contemporary findings and theoretical issues, with particular attention to neurophysiology, neuropharmacology, neuroanatomy, sensory and motor systems, and motivated behaviors. Basic anatomy and physiology are reviewed within the context of the control of behavior.

Substance Abuse
GPSY 6109 Introduction to Substance Abuse Counseling
Jenifer Talley
This course is an introduction to the counseling and intervention techniques commonly employed in substance abusing and dually diagnosed populations. A variety of theoretical approaches are explored and their applications are demonstrated through the use of actual case material. This is a required course for those individuals who wish to obtain an MA degree with a concentration in mental health and substance abuse counseling.

Research Methodology
GPSY 6133 Introduction to Statistics & Research Design
Namrata Goyal
This course will provide a thorough introduction to research design and descriptive and inferential statistics from a psychological perspective. Teaching will be delivered via demonstrations with SPSS and students completing exercises on their own (or in pairs) in front of computers. Topics to be covered include study and questionnaire design, continuous versus categorical data, reliability and validity, quantitative versus qualitative approaches to data coding, data entry, variable labels and variable values, investigating homogeneity of variance, identifying central tendencies (means, medians, and standard deviations), cross-tabulations of categorical data, t-tests comparing means of independent and paired groups, and one-way ANOVA, correlation, and linear regression.

Developmental, Personality, Abnormal, and Social Psychology (B-level)
GPSY 6155 Developmental Psychology
Joan Miller
This course surveys major theories and research findings in developmental psychology. Among the topics addressed are attachment, emotion regulation, cognitive development, language acquisition, social cognition, family and peer relationships, morality, and aging. Consideration is given both to biological and cultural influences on development, as well as to issues in lifespan developmental psychology.
Substance Abuse
GPSY 6156 Psychopathology 3
McWelling Todman
This course is an introductory survey of the psychological, biological, and sociological models of substance abuse and dependence. It is a required course for those individuals who wish to obtain an MA with a concentration in mental health and substance abuse counseling. This course provides 75 clock hours of New York State OASAS-approved CASAC training.

General Elective Courses
GPSY 6214 Social Cognition
Anne Maass
Social cognition studies the cognitive underpinnings of social behavior. In this seminar we will investigate how basic processes such as attention, categorization and memory shape interpersonal and intergroup relations, leading to socially relevant outcomes such as stereotypes, outgroup derogation and dehumanization. Although operating in a largely automatic fashion, social cognitive processes are highly malleable (situated cognition) and vary across people (depressed and paranoid social cognition), situations (power, wealth inequality), languages, and cultures (analytic vs. holistic thought styles). They also provide a promising basis for attitude change interventions (e.g., evaluative conditioning).

Research Methodology
GPSY 6238 Research Methods
Joan Miller and Wendy D’Andrea
This course provides hands-on experience in designing, running, and reporting psychology experiments. Class time is devoted to discussion on individual research projects at each phase of the work. This course may be used to satisfy the MA research requirements. Prerequisite: 18 credits in psychology with an overall 3.0 GPA.

General Elective Courses
GPSY 6325 Clinical Applications of Attachment Theory
Howard Steele
This seminar will examine cutting-edge developments in attachment theory and research as concerns adults, children, couples, and families across diverse clinical contexts. The seminar will involve students becoming familiar with video-filmed examples of infant patterns of attachment in the classic Strange Situation Procedure, as well as in attachment-based assessments of older children (e.g., the Attachment Story Completion Task). Prominently, the seminar will involve close attention to clinical uses of the Adult Attachment Interview, and its companion rating and classification system that permits a reliable and valid assessment of the adult’s state of mind concerning attachment, loss, and trauma. A picture will emerge from the seminar of how to undertake or support clinical work from an attachment perspective with children and adults in diverse contexts, including: psychotherapy with adults, couples, and families; and family preservation issues, postadoption support, and foster care. Core required text: Steele, H. & Steele, M. (2008). Clinical applications of the adult attachment interview. NY, NY: Guilford Press.

Intermediate Courses and Seminars
GPSY 6326 Collective Memory
William Hirst
Whether a group is small or large, a group will share memories of its past. These collective memories can provide an identity for the group. They have been responsible for providing a group its sense of place, as well as exacerbating ethnic and national tension. This course is concerned with the way these collective memories are formed, maintained and remembered. Interdisciplinary in its content, it will focus on the way memories are transmitted across a group, how distinctive renderings of a group can converge on a shared recollection, and how collectively held memories remain stable, often over centuries. The course will read relevant literature in anthropology, history, political science, sociology, and psychology, though its main focus will be on understanding the contribution psychology can make to the study of collective memory.

General Elective Courses
GPSY 6368 Psychology of Women and Gender
Lisa Rubin
Over the past 30 years, feminists have transformed the field of psychology. Feminist psychologists have challenged how we study, what we study, and what we know about the lives of women, men, and gender nonconforming individuals. This course provides an overview of the growing field of psychology of women and gender, from the early feminist psychologists who challenged the field’s taken-for-granted assumptions of women’s intellectual and emotional inferiority through their rigorous scientific research, to those who now challenge the patriarchal underpinnings of contemporary research practices in psychological science. We explore key areas of psychological research on women and gender, including but not limited to theories of gendered psychological development; the regulation and management of the body across the lifespan and across cultures, sexuality, and reproduction; mental and physical health; feminist therapy; work; and violence. Each topic is examined through the lens of intersectionality theory, with attention to the diversity of gendered experiences within and across groups, and the role of power and privilege in production of psychological knowledge.

Intermediate Courses and Seminars
GPSY 6383 Epidemiology of Beliefs
Lawrence Hirschfeld
Beliefs are a little like germs; good ones are highly contagious. In the past two decades, a new approach has emerged that seeks to explain cultural phenomena by explaining why some ideas are catchier than others. Different scholars stress different dimensions: some focus on ecological factors, others on cultural issues, still others on psychological architecture. All seek to identify those factors that underlie the distribution and stability of beliefs within a population, much as medical epidemiology seeks to identify the factors that underlie the distribution and stability of diseases within a population. In this interdisciplinary seminar we examine the pioneering work of the cognitive scientist Dan Sperber, anthropologist Scott Atran’s evolutionary account of religion, popular versions of the approach such as Gladwell's best seller, The Tipping Point, Ians Hacking’s influential Foucauldian Analyses of Mental Disorders, and Richard Dawkin’s biologically-inspired notion of meme. Students are encouraged to think with these concepts in their ethnographic
and psychological research.

**General Elective Courses**

GPSY 6430 The Psychology of Happiness and Wellbeing
Shai Davidi
The self-help industry grosses over two billion dollars a year, yet surveys repeatedly show that Americans are not getting happier. One reason for this is that most self-help books are not based on research. In this course, we will examine empirical findings related to well-being and learn how to critically evaluate research related to happiness. We will learn how rigorously conducted research can inform our understanding of what influences people's subjective wellbeing, and examine different approaches to the study of emotion. Throughout this course, we will discuss such questions as how material wealth relates to wellbeing, whether religious people are happier than atheists, how culture influences emotion, why happiness seems to come easier to some people but not to others, and whether happiness is an important (and achievable) state to begin with. We will read the latest research articles in psychology, sociology, and economics to gain a better understanding of a wide range of emotions, including gratitude, nostalgia, regret, envy, and so forth.

GPSY 6901 Departmental Seminar
Staff
This seminar serves as a forum for discussion about issues of central concern to the research interests of the department. Both staff and outside speakers present their current work on a rotating basis. The seminar is held every other week. This course cannot be counted toward fulfillment of the PhD seminar requirements.

**Clinical PhD Required Courses**

GPSY 7002 Diagnostic Testing I
Ali Khadivi
This is the first in a sequence of two courses intended to introduce techniques and instruments commonly employed in clinical assessment. The course covers intelligence and personality testing in adults and late adolescents. There is an emphasis on practical experience with a broad range of patient and nonpatient populations. Instruments studied include the Wechsler Adult Intelligence Scale, third edition (WAIS-III); Minnesota Multiphasic Personality Inventory, second edition (MMPI-2); Personality Assessment Inventory (PAI); Thematic Apperception Test (TAT); Early Memories Test; Projective Drawings; and Bender Gestalt Test. Students practice test administration and interpretation with nonpatient volunteer subjects. Prerequisites: GPSY 6156 and successful admissions screening by the Clinical faculty. Co-requisite: course to be taken concurrently with GPSY 7005.

GPSY 7003 Diagnostic Interviewing (formerly Clinical Theory & Technique I)
Ali Khadivi
This course focuses on mastering basic clinical theory and technique in the context of the initial phase of the therapeutic process. Issues covered include therapeutic neutrality, transference/countertransference, resistance, differential therapeutics, treatment planning, and arriving at a comprehensive diagnostic formulation. Relevant biological, psychological, and social factors, along with research perspectives, are considered. This course includes a clinical practicum. Co-requisite: course to be taken concurrently with GPSY 7002.

**Clinical PhD Required Courses**

GPSY 7006 Clinical Theory & Technique: Psychodynamic Therapy (formerly Clinical Theory and Technique II)
Jeremy Safran
This course focuses on mastering basic clinical theory and techniques in psychodynamic therapy. Issues covered include therapeutic neutrality, transference/countertransference, resistance, differential therapeutics, treatment planning, and psychodynamic case conceptualization. Relevant biological, psychological, and social factors, along with research perspectives, are considered. This course includes a clinical lab component. Co-requisite: course to be taken concurrently with GPSY 7002.

**Intermediate Courses and Seminars**

GPSY 7007 Advanced Diagnostic Testing & Assessment of Adult Psychopathology
Andrew Twardon
The course will introduce students to advanced diagnostic testing and assessment of *personality-related spectrum* of adult psychopathology. Building upon the standard psychological testing battery (Diagnostic Testing I & II), the course will: (1) review the most recent *dimensional* conceptualizations of personality-related disorders and the corresponding *dimensional interpretation* of the standard testing results (MMPI-2; TAT, Rorschach); (2) introduce some of the new *dimensional measures* of adult, personality-related psychopathology, including the Millon Clinical Multiaxial Inventory-III (MCMI-3) and the Dimensional Assessment of Personality Pathology (DAPP-BQ); (3) discuss key neurobiological substrates of personality-spectrum disorders and most recent *assessment tools* based on brain imaging and related *translational research*; (4) discuss the advanced *personality-centered*, differential diagnosis of DSM-IV-TR related Axis I vs. Axis II disorders and *multidimensional* approach to *psychodynamic interpretation*, case formulation and treatment recommendations utilizing testing results of actual patients with complex personality-related psychopathology.

**Clinical PhD Required Courses**

GPSY 7008 Clinical Supervision & Consultation
Jeremy Safran
The objective of this course is to introduce students to the fundamentals of clinical supervision and consultation through a combination of reading, discussion, and hands-on experience. Students will read and discuss articles and chapters on the topic of supervision throughout the course. At the same time, they will take turns presenting cases they are currently carrying on in their externships. The instructor will begin by modeling the process of supervision, commenting on choice points and considerations that are guiding his actions as a supervisor. This will be followed by students taking turns in the role of supervisor throughout the course of the semester. The instructor will provide ongoing feedback to student-supervisors about the process. Input will be welcomed from other students as well. In addition to gaining experience in


Clinical PhD Required Courses

GPSY 7009 Clinical Externship Seminar 1
Herbert Schlesinger and David Shapiro
One, two, or three credits per semester.

Clinical PhD Required Courses

GPSY 7012 Ethnicity in Clinical Theory and Practice
Doris Chang
This course examines the cultural, historical, and sociopolitical factors that shape the worldviews of the client and therapist, and their impact on the therapy process. Students will explore the influence of culture on the phenomenology of distress and learn practical skills for conducting culturally responsive assessment and therapy. Techniques for improving therapeutic engagement and case conceptualization with diverse client populations also will be discussed. Finally, students will deepen their awareness, knowledge, and ability to work with a specific cultural group by conducting a series of experiential exercises, a group

Spring 2018

General Psychology

GPSY 5110 Cognitive Psychology
William Hirst
This course surveys the progress made in understanding the human mind from the perspective of cognitive science. The areas of memory, attention, and thinking are examined.

Substance Abuse

GPSY 6112 Advanced Issues in Substance Abuse Counseling
Jenifer Talley
This course is a continuation of GPSY 6109. In this course, there is a greater emphasis on hands-on training and the application of the concepts and techniques introduced in the introductory course. Emphasis is placed on the management of the recovery process. This is a required course for those individuals who wish to obtain an MA degree with a concentration in mental health and substance abuse counseling. This course provides 75 clock hours of New York State OASAS-approved CASAC training.

Clinical PhD Required Courses

GPSY 6134 Advanced Statistics
Namrata Goyal
This course provides a survey of common advanced statistical procedures from a psychological perspective. The course’s goal is to prepare students for producing publication-quality APA-style manuscripts. Accordingly, the course will involve the frequent analysis of data sets using popular statistics software, and the effective written communication of findings.

Specific inferential statistical procedures include factorial and repeated ANOVA, ANCOVA, MANOVA, factor analysis, multiple regression, logistic regression, and discriminant function analysis. Prerequisite: knowledge of introductory statistics.

Research Methodology

GPSY 6238 Research Methods
Howard Steele
This course provides hands-on experience in designing, running, and reporting psychology experiments. Class time is devoted to discussion on individual research projects at each phase of the work. This course may be used to satisfy the MA research requirements. Prerequisite: 18 credits in psychology with an overall 3.0 GPA.

Developmental, Personality, Abnormal, and Social Psychology (B-level)

GPSY 6281 Development & Psychopathology
Miriam Steele
The goal of this course is to give students an understanding of child development across the lifespan from prenatal stages, to infancy, early childhood, middle childhood, adolescence, and through adulthood. Key theoretical and methodological issues that have defined the field and links between cognitive and affective basis of behavior as typified by typical and atypical development will be highlighted. There will be an emphasis on providing an integrative approach that will bring together scientific study in the fields of genetics, psychobiology, and social–emotional functioning. An objective of this course will be the development of analytic thinking in order to become critical consumers of the scientific literature and to consolidate the use of a keen critical eye in evaluating the study of development.

General Elective Courses

GPSY 6314 Political Psychology
Mostafa Salari Rad
This course critically examines important and timely political issues from a psychological perspective. We will survey research and theory within social psychology to gain insight into issues such as inter-ethnic conflict, warfare, genocide, and conflict resolution.

General Elective Courses

GPSY 6419 Becoming Social
Lawrence Hirschfeld
Humans inhabit worlds held together by a constant flow of cultural information, i.e., information that is more generally relevant, repeatedly transmitted, and shared by many or even most members of the group. On one well-known and sensible proposal, culture consists of whatever one has to know or believe in order to operate in a manner acceptable to members one’s group and to enact the social roles that members expect each other to adopt. Being cultural, then, entails acquiring certain mental states and the capacities they afford. This seminar starts from the premise that there is nothing self-evident about becoming cultural. It is thus both curious and disappointing that the dominant account of knowledge acquisition in anthropology and other disciplines concerned with cultural environments has been aptly described as a fax-theory of learning. The goal of this seminar is to explore
Students are expected to have only background knowledge from their own discipline; data visualization students are not expected to have any psychology expertise, and psychology students are not expected to have any coding or design expertise. The course counts as an elective and satisfies the seminar requirement for the Psychology PhD programs; it counts toward any of the umbrella courses for Data Visualization students.

General Psychology
GPSY 6427 Language and the Brain
Michele Miozzo
The course will address two issues: (a) the psychological processes that underlie universal linguistic abilities (speech comprehension/production, communication) and abilities acquired only by certain individuals (reading, writing, use of multiple languages); and (b) the organization of these processes in the brain. The course will review the approaches adopted in language science to investigate cognitive and neurocognitive aspects of language, and will survey the fundamental experimental findings motivating current theories of language processing.

General Elective Courses
GPSY 6429 Fieldwork in Social Psychology: Understanding the Devoted Actor
Jeremy Ginges
In this course, students will receive be active participants in a National Science Funded Research Program into the relationship between values, identity, and intergroup behavior. Students will receive training in research methods, including the use of field research techniques in psychological science, design and participate in group research projects, and design their own research study.

GPSY 6901 Departmental Seminar
Staff
This seminar serves as a forum for discussion about issues of central concern to the research interests of the department. Both staff and outside speakers present their current work on a rotating basis. The seminar is held every other week. This course cannot be counted toward fulfillment of the PhD seminar requirements.

Clinical PhD Required Courses
GPSY 7003 Diagnostic Testing 2
Ali Khadivi and Andrew Evdokas
In the second term of the assessment sequence, students learn to administer, score, and interpret the Rorschach Inkblot Test. After the Rorschach has been introduced, our emphasis shifts to the integration of data from the entire test battery into a thorough diagnostic assessment. Students practice test administration and interpretation with inpatient and outpatient subjects referred by clinical agencies affiliated with our program. By year’s end, students should be able to administer and interpret a full test battery and to express diagnostic conclusions in a clear, useful written report.

Intermediate Courses and Seminars
GPSY 7004 Diagnostic Neuropsychological Testing
James Root
This course will be an introduction to the clinical application of neuropsychology and neuropsychological assessment. The course will focus on test administration and scoring, together
with domains of neurocognitive function, syndromes associated with dysfunction in each domain, and neuropsychological measures utilized in assessing domain-specific performance. Cultural and social variables are also discussed in regard to their impact on both assessment and interpretation of cognitive measures and in choice of appropriate normative comparisons. Measure selection and interpretation will be tailored to typical CNS and psychiatric disorders that the clinician may be expected to encounter in medical and psychiatric settings, including primary dementia, traumatic brain injury, learning disabilities, attention deficit disorder, depression, and schizophrenia. Prerequisite: GPSY 7002 or by agreement of instructor.

**Clinical PhD Required Courses**

**GPSY 7006 Clinical Theory & Technique: Psychodynamic Therapy** (formerly Clinical Theory and Technique II)
Jeremy Safran
This course focuses on mastering basic clinical theory and techniques in psychodynamic therapy. Issues covered include therapeutic neutrality, transference/countertransference, resistance, differential therapeutics, treatment planning, and psychodynamic case conceptualization. Relevant biological, psychological, and social factors, along with research perspectives, are considered. This course includes a clinical lab component. Co-requisite: course to be taken concurrently with GPSY 7002.

**Clinical PhD Required Courses**

**GPSY 7009 Clinical Externship Seminar 1**
Herbert Schlesinger and David Shapiro
One, two, or three credits per semester.

**Clinical PhD Required Courses**

**GPSY 7010 Clinical Externship Seminar 2**
Christopher Christian
Two years of supervised field experience in a mental health agency approved by the Clinical faculty is required for the PhD in clinical psychology. The field experience consists of a two-day-per-week placement in an agency, with in-house supervision. Weekly class meetings link practical issues and problems to theoretical discussion and the research literature, including issues of gender, sexual orientation, and ethnicity. These courses cannot be counted toward fulfillment of PhD seminar requirements.

**Clinical PhD Required Courses**

**GPSY 7011 Professional Issues & Ethics**
Christopher Christian
This seminar focuses on current issues related to training, evaluation, and accreditation. Social controls over professional practice are examined, along with the role and structure of national, regional, and local psychological associations. APA ethics guidelines and legal guidelines for professional conduct are discussed. Issues surrounding codes of conduct and accountability inside and outside institutions; scope of practice; special populations; issues of ethnicity, social class, and social orientation in professional practice; and professional relations in multidisciplinary settings are also explored. Prerequisites: GPSY 7009 and GPSY 7010; or enrollment in the CMHSAC and successful completion of GPSY 6109 and GPSY 6112. This course cannot be counted toward fulfillment of the PhD seminar requirements. This course provides 75 clock hours of New York State OASAS-approved CASAC training.

**GPSY 7013 Evidence-Based Treatment**
Wendy D’Andrea
Few issues have polarized the field of psychotherapy research and practice as “evidence-based practice.” Evidence-based practice is both an approach for evaluating “what works” in psychotherapy, as well as an epistemological movement rife with controversy. In this course, we examine the fundamental issues and debates associated with the emergence of evidence-based practice in mental health care. Students explore the benefits and constraints of evidence-based approaches in psychotherapy, including critical questions such as: Which treatments are evidence-based? What qualifies as evidence? Who benefits and who is neglected within evidence-based research and practice? Students gain familiarity with evidence-based approaches and confidence navigating this complex terrain in their own clinical work.
The Department of Sociology offers a distinctive approach to the investigation of social life that builds on historical connections to European social science, develops The New School’s tradition of critical inquiry, and engages contemporary conflicts and debates worldwide.

The department’s core areas of research are defined as problems of social inequality; culture and politics; law, rights, and citizenship, historical and comparative sociology; and cities and publics. The curriculum emphasizes theoretically informed, historical, ethnographic, and interpretive inquiry across the range of local, national, and transnational contexts. The goal is a better understanding of major social transformations of the past and to be able to study transformations of the present and future. Home to students, faculty, and visitors from many countries, the Department of Sociology emphasizes the connection between scholarship, wider intellectual life, and political interests.

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Benoit Challand, Associate Professor and Director of Undergraduate Studies
Carlos Forment, Associate Professor
Jeffrey Goldfarb, Michael E. Gellert Professor
Elzbieta Matynia, Professor of Sociology and Liberal Studies
Virag Molnar, Associate Professor
Rachel Sherman, Associate Professor
Julia Sonnevend, Assistant Professor of Sociology and Communications
Robin Wagner-Pacifici, University in Exile Professor and Director of Graduate Studies
Terry Williams, Professor

Affiliated Faculty
T. Alexander Aleinikoff, University Professor
Banu Bargu, Associate Professor of Politics
Paolo Carpignano, Associate Professor of Media Studies, Schools of Public Engagement
Federico Finchelstein, Professor of Historical Studies
Aaron Jakes, Assistant Professor of Historical Studies
Andreas Kalyvas, Associate Professor of Politics,
Sanjay Ruparelia, Associate Professor of Politics
McKenzie Wark, Professor of Culture and Media, Eugene Lang College of Liberal Arts

Part-time Faculty
Markus Schulz, Part-time Lecturer

Jeff Alan Weintraub, Part-Time Lecturer

Visiting Faculty
Balint Magyar, Hans Speier Professor, fall 2017

Programs of Study
The New School for Social Research offers the Master of Arts and the Doctor of Philosophy degrees in Sociology. Application for admission to the PhD program is normally made after passing the MA written examination. On a case-by-case basis, students who have completed the MA in historical studies or liberal studies at The New School for Social Research may be admitted directly to the PhD program. New students should consult carefully with faculty, the department’s director of graduate studies, and the department peer student advisor to plan their programs of study and make sure they understand degree requirements and procedures.

A PhD degree in sociology with a specialization in historical studies is offered in conjunction with the Committee on Historical Studies. For more information, see the Committee on Historical Studies section of this catalog.

At the master’s level, the sociology program provides a thorough grounding in the historical, theoretical, and methodological development of the field and gives students the tools to make this knowledge relevant to the world around them.

At the PhD level, the program seeks to provide students with theory and methodology in order for them to develop original sociological studies that will transcend cross-disciplinary and subdisciplinary boundaries in imaginative ways through sustained treatment of a single topic.

At both levels, the program’s focus is on understanding the major transformations in modern and postmodern societies and the normative and analytical challenges these transformations have posed and will pose.

MA in Sociology
First-year students are assigned a faculty advisor, but all students may select a different faculty advisor at any time. Refer to the Sociology Student Handbook for more information about courses and advising, including the role of the director of graduate studies. Students must successfully complete 30 credits of coursework (normally ten courses) with a cumulative average GPA of 3.0 or better, of which 24 credits must be listed or cross-listed in Sociology. Students planning to continue at the PhD level are strongly advised to take the two introductory courses in their prospective areas of specialization.

MA Course Requirements
GSOC 5101 Classical Sociological Theory
GSOC 5102 Historical Sociology
GSOC 5061 Contemporary Sociological Theory
GSOC 5069 Logic of Inquiry [methods]
Transfer Credit
Students who took graduate courses in sociology or a related social science or humanities elsewhere before entering the program may be able to transfer up to three credits to count toward the MA credit requirements. Petition for transfer of credit can be submitted after a student has completed six credits (two courses) in the Department of Sociology.

MA Written Examination
Students in good academic standing who have completed 30 credits are eligible to sit for the MA written examination. The MA exam is given once a year at the beginning of the spring semester. A student who is registered for the last three credits in the spring semester may take the exam that semester. The proctored examination consists of written responses to questions about general sociology, including material covered in required courses and the department-approved methods course.

Requests to take the MA exam must be submitted to the director of graduate studies one month before the scheduled date, which is published in the Sociology Student Handbook.

Master of Philosophy in Sociology (MPhil)
The degree of master of philosophy in sociology is conferred upon a matriculated student who has fulfilled all the requirements of the PhD degree in sociology except the oral examination and dissertation.

PhD in Sociology
For all questions about doctoral program or course requirements, refer to the Sociology Student Handbook or contact the student advisor.

Admission for Internal Applicants
Internal applicants for the PhD program are evaluated based on their full academic record (including grades, performance on the MA written exam, and the entrance portfolio) as well as the fit of their research interests with faculty expertise. Students must declare their interest in the doctoral program and complete the process described below to be considered.

- Take the MA examination and receive a score of “pass” or “high pass.”
- Submit a PhD entrance portfolio, which consists of:
  - Academic transcripts for all prior graduate studies.
  - A writing sample (one graduate course paper or the equivalent).
  - The completed and signed PhD Application Form, in which the student identifies two areas of research in sociology in which he or she plans to prepare “field statements” and also proposes two faculty co-chairs of the field statement committee.
  - Email messages from two faculty members from the Sociology department sponsoring the applicant.
  - An Internal PhD Admissions Petition form, found online in the Academic Affairs website.

The complete PhD entrance portfolio should be submitted to the department secretary in the spring semester as soon as the student has completed the MA written examination. The deadline date is published in the Sociology Student Handbook. Applicants are notified in writing of the department’s decision in the same semester.

Advanced Standing and Transfer Credit
Direct PhD Admission and Transfer Credit
To be considered for direct admission to the PhD program, a student must already have a master’s degree from another sociology program or related field. PhD admits are required to pass the MA written exam and complete required core courses. Upon admission to the PhD program, students can apply to transfer up to 30 credits to The New School’s PhD program.

Admission to Candidacy
To be admitted to PhD candidacy, a student must pass the PhD qualifying examination, complete 60 credits, and successfully defend a dissertation proposal.

PhD Comprehensive Examination (Field Statement)
The comprehensive examination must be taken at the end of the student’s tenth semester in the program (or four semesters after the last course was taken, whichever comes first). The PhD qualifying examination consists of two written field statements (with bibliographies) and one oral examination based on the field statements.

The two required field statements may be formulated as: (1) a broad analytic and synthetic exploration of literature in a subfield of the discipline; (2) a theoretical chapter of a dissertation; or (3) a research article that is publishable, according to the judgment of the student’s committee.

The field statement committee is formed by two faculty members.

Students who completed a master’s degree in the Historical Studies or Liberal Studies at The New School for Social Research may apply to take the sociology PhD qualifying examination subject to the restrictions noted above under Advanced Candidacy.

Students pursuing the PhD in Sociology with a specialization in Historical Studies will be examined in one sociology field and two history fields, as described in this catalog in the Committee on Historical Studies section.

See the academic calendar in this catalog for dates when the PhD Qualifying Examination can be taken.

Dissertation Proposal
The last step before being admitted to candidacy for the PhD is to submit a dissertation proposal for evaluation. Students must pass the PhD proposal defense by the end of their 16th semester in the program. The proposal must include a clear statement of the problem to be studied, a discussion relating the research to previous work in the field, detailed descriptions of materials to be collected and of analytical methods to be used, and a statement of possible conclusions to be drawn.
from the research. The evaluation takes the form of an oral examination conducted by a dissertation committee consisting of three faculty members; at least two members must be from the department and exceptions should be approved by the primary advisor and department chair. The defense of the proposal requires demonstration of the candidate’s substantive knowledge of the sociological theory and literature embraced by the dissertation problem.

Dissertation Defense
The completed dissertation must be submitted, approved, and defended orally before the dissertation committee.

Language Requirement
In order to successfully complete their PhD program, students must demonstrate reading competence in one foreign language.

Sociology Courses
The following courses are offered in 2017–2018. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2017
GSOC 5004 Fundamentals of Urban Sociology
Virag Molnar
The course offers a survey of the central themes of urban sociology. It examines the distinctiveness of the city as a form of social organization, highlighting how urban space shapes and is simultaneously shaped by social processes. It emphasizes the significance of the city as a strategic research site for sociology, showing how the study of the modern city offers a lens into key social processes such as social inequality, migration, globalization, collective memory and social conflict. It covers a broad range of topics including street life, crime and the informal economy, the relationship between spatial and social segregation, urban riots and mass protests, the place of consumption in urban life, the importance of public space, changes brought about by globalization, and challenges facing cities in the wake of terrorism. The course will equip students to reflect critically on everyday urban life while encouraging them to think about the social relevance of urbanity in a comparative and international context.

GSOC 5006 Ethnographic Field Methods
Terry Williams
This course will outline the conceptual questions and debates associated with ethnographic methods and address the technical, ethical, and representational issues that arise in practicing these methods. During the semester, students will choose and gain access to a field site, conduct observations, write field notes, and code and analyze these data in order to write a final paper. As students progress through each stage of their project, we will discuss theory and study design, as well as strategies for gaining access, addressing the researcher’s social position, taking effective field notes, accurately representing subjects’ words and actions, and writing compelling accounts. We will consider a range of ethnographic forms, including, among others, institutional, organizational, and historicized ethnographies, and we will read examples of these works; however, the emphasis of the course will be on students gaining experience in field work and data analysis.

GSOC 5051 Romancing Violence
Elzbieta Matynia
Far from receding with the rise of liberal democracies worldwide, violence appears to be enjoying a spectacular rebound, from the wave of revolutions in North Africa and the Middle East to dramatic acts of individual terror in Norway. In this course we explore classical theoretical propositions concerning the role of violence in bringing about social and political change, from Marx, through Weber, Lenin, Gramsci, Arendt, and Benjamin, to more recent thinkers like Foucault, Derrida, Zizek, and Michnik. We will look at different types of political violence and their specific instances, and revisit Arendt’s well-known distinction between the justifiability and the legitimacy of violence. Conscious of the traditional forms of political violence—wars, revolutions, and armed struggle movements—we will pay attention to the forms and consequences of structural violence, but also examine the forms of cultural and symbolic violence, such as language that routinely serves to legitimize violence. Mindful of Foucault’s work on the body as the key subject of power we will explore the continuities between social regulation of bodies and intimate relationships, and expressions of violence in the public sphere. We will look at the body as the quintessential marker of boundaries, from those of nation-states and communities, to the range of violent political acts that escape the public gaze. While our approach will be primarily historical and comparative, we will also use phenomenological perspectives to explore ideas and practices generated in different parts of the world.

GSOC 5069 Logic of Inquiry
Rachel Sherman
This course is an introduction to principles of social science research, research design, and specific methods commonly used in sociology. It is required for first-year MA students in Sociology. The course is only for first-year MA students in Sociology except with permission from the instructor.

GSOC 5101 Classical Sociological Theory
Julia Sonnevend
This course seeks to explore the relationship between the emergence of “modernity” and the invention of “social science.” Our readings include selections from a range of modern thinkers who created some of social sciences most memorable and influential narratives; we continue to use them today to make sense of our own world and each other’s place in it. We will focus on the following thinkers and the various narratives that they created to make sense of modernity: Adam Smith on the impartial spectator and market society; Alexis de Tocqueville on revolutionary change and democratic life; Karl Marx on alienation and exploitation; Max Weber on social action and rationalization; Emile Durkheim on the socio-moral foundations of group life; Sigmund Freud on the libido and unconscious; and Georg Simmel on the nature of urban life and individualism.
These authors, more than any other set of thinkers, were responsible for instituting the modern academic disciplines of economics, political science, radical criticism, sociology, and psychology. These disciplines and the grand narratives that we now associate with each of them were far more than simply a mirror-like reflection of modernity; they were also constitutive of it and contributed to giving contoured shape and recognizable form to our own daily practices and forms of life.

GSOC 6024 State, Culture, Identity
Eiko Ikegami
This course examines the dynamic relationship between politics and culture. The central concern of this course is to explore, historically and comparatively, social processes in which various types of categorical identities are formulated and revised. Through a focus on concrete issues as diverse as the formation of race, ethnicity, citizenship and national identities, cultural and bodily identities, and aesthetic tastes, scientific categories, this course investigates various ways of approaching how changes in large-scale social/state structures and the transformation of social/cultural categories are mutually related. This seminar also offers an introduction to Comparative Historical Sociology.

GSOC 6100 Market Culture: Introduction to Economic Sociology
Eiko Ikegami
The power of capitalist markets has permeated into every aspect of our lives. Conversely, the dynamics of social relations, cultures and values are deeply embedded in the operations of contemporary market economy. It is in this context that sociology can make a distinctive contribution to a realistic understanding of our economic life. This course is designed to provide an introduction to the field of new economic sociology, and to prepare students to be able to pursue research in this field. Special emphasis will be placed on learning contemporary organizational and network theories, developing an understanding of the historical rise of capitalism, and becoming sensitive to global variations in styles of capitalism. By taking this course students will be introduced to organizational and institutional theories. The course provides students with tools to develop their own critiques of cultural dimensions of capitalism. The course is run as a participatory seminar.

GSOC 6156 Sociology of Organization and Disorganization
Robin Wagner-Pacifici
A central aim of sociology is to track the relationship between order and disorder, organization and chaos, normal time and emergencies. Organizations and institutions as small as the family and as large as the state experience moments of organization and experience manifold moments of breakdown, where the internal and external boundaries of the designated group dissolve. This course explores both the qualities and structures of organization (social, professional, military) and the phases and modes of organizational breakdowns. It approaches the latter via an analysis of specific standoffs, accidents, mistakes, miscommunications, conflicts, violent encounters, and social deviance.

GSOC 6179 Religion, Political Theology, and Populism
Andrew Arato
The course will consider the complex relationship of religion and modern populist movements and regimes. We will start with some classics of the sociology of religion, Tocqueville, Durkheim and Weber in order to introduce concepts dealing with a wide variety of religious experience. Using the works of Berger, Taylor and Casanova, we will proceed to consider the contemporary revival of religious politics, and the relevant role of religious political theology. Turning to populism, we will trace the structural similarities between populist political theology and monotheistic religious assumptions. We end by examining the presence and absence of religious motivations, ideologies and institutions in contemporary populist politics on the right as well as the left.

GSOC 6180 Democracy and Corruption
Andrew Arato
First in a projected series on the contemporary crisis of liberal democracies, the course will focus on two fundamental and related challenges: corruption and the increasing domination of executive power. We will explore the transformation of the problem of corruption as one under democratic government, to a new modality where corrupt clientelistic practices become the core of state activity, and cohesion. In such a state networks of the type that belonged to organized crime, become legal, legitimate and in charge of the main activities of governments. We will focus on case studies, such as Russia under Putin, Hungary under Orban, and consider to what extent the model can be transferred to a polity such as the U.S. In this latter context, we will consider the emergence of media politics, the role of emergencies, and the transformation of the presidency in plebiscitary directions as foundations for the relationship of corruption and the executive freed from the constraints of the separation of powers.

GSOC 6184 The Sociology of Events
Robin Wagner-Pacifici

GSOC 6188 Boundaries and Belonging
T. Alexander Aleinikoff
This is a multi-disciplinary, inter-departmental course that will examine human mobility, the physical, legal and discursive construction of borders, the meaning(s) of membership, and immigrant integration. The course will be taught by faculty from across The New School, including NSSR, Milano, and Parsons. It is intended to introduce students to concepts and methodologies drawn from a number of disciplines. Students enrolled in the course will be recognized as Student Fellows of the Zolberg Institute on Migration and Mobility (see the Institute website for more information).

GSOC 7005 Dissertation Pro-Seminar
Jeffrey Goldfarb
In this seminar advanced students work together, and with the faculty member leading the seminar, in developing field statements and dissertation topics, with specific focus on the development of dissertation proposals and advancing dissertation research. Sociological questions, themes, interests and sub-fields are articulated and reconfigured as research questions and scholarly projects. Strategies for investigating and carrying out these projects are developed. Exemplary field statements and dissertation proposals are examined as structural models. The seminar proceeds as a workshop with
students first presenting short research questions and plans, leading to more developed research proposals. The final requirement of the seminar is the submission of drafts of field statements and/or a dissertation proposal.

Spring 2018
GSOC 5061 Contemporary Sociological Theory
Challand, Benoit
This course covers some influential ways of thinking sociologically that are not captured by sociology’s holy trinity. The course is organized by different traditions of sociological thought, with the hope that by outlining the ways in which ideas are interconnected in an intellectual arena, it would be easier to trace influences and common themes. The course covers American and Continental sociological theorizing, most of it done in the 20th century, some of which still being crafted today.

GSOC 5102 Historical Sociology
Andrew Arato
Studying history and thinking historically have been always the sources of inspirations for sociologists for theory building and theory elaboration since the days of Max Weber. The great thinkers in sociology always combined the analysis of contemporary societies with that of history. This course gives an introduction to historical approaches in contemporary sociology, but it also helps students to think sociological questions through history. Readings includes Perry Anderson, Barrington Moore, Charles Tilly, Robert Darnton, Norbert Elias, Fernand Braudel, Michel Foucault, and Benedict Anderson. Students are encouraged to read the assigned readings not simply to analyze them as completed works, but to find inspirations for developing their own future research projects.

GSOC 5178 Forced Migration: Concepts and Policy
Alex Aleinikoff
More than 65 million persons are currently displaced from their homes because of violence and conflict. Twenty million have crossed an international border and are “refugees”; forty million persons remain in their country of origin (internally displaced persons). This course will examine the international legal norms, policies and institutional structures for responding to forced migration. It will consider specific topics, such as gender and forced migration, climate change as a driver of displacement, and the search for solutions to long-standing displacement situations. The objectives of the course are to analyze the current situation of displaced persons, understand the strengths and weaknesses of the existing international architecture, and develop conceptually sound and empirically based proposal for reform.

GSOC 6182 Settler Colonialism
Benoit Challand
When Patrick Wolfe suggested ten years ago to consider colonialism as a structure (rather than as an event), he launched what became a new field of historical sociology now known as “settler colonialism.” Such research enterprise mixes history with sociology to understand how Europeans settling in “new lands” which became colonies often imagined or represented as terrae nullius, worked in marginalizing, “othering,” or erasing various local populations. Unlike postcolonial studies that often stumbles on cultural(ist) divisions and Geertzien micro-studies, or neocolonialism whose approach tends to be uniquely flavored by materialist questions, settler colonialism can be seen as a multi-layered and comparative effort to assess the contemporary relevance and forms of past colonial practices. Settler colonial studies underline the contemporary impacts of such multiple forms of encounters, and current studies of settler colonialism in the USA (mainland or Hawaii), Canada, Israel/Palestine or Australia function as an important source of critique for multiculturalism and democratic theories. The course will offer an introduction to some of the key debates around settler colonialism (definitions; relevance of economic processes; the interplay of religion and colonial imaginary and of race and law; etc.) and will concentrate on three regions of the world: North America; Middle East and North Africa, and Australia. Students are expected to write a couple of short memos (response papers) and a final research paper on a case of their choosing that can be from other geographical areas than those mentioned above.

GSOC 6183 TBD
Jeffrey Goldfarb

GSOC 6185 Work and Politics
Rachel Sherman
This course will look at the relationship between work and politics broadly defined. Topics include macro-level political-economic arrangements that shape the landscape of work and the workers available to do it; power and exploitation on the job; relationships between employers, workers, and the state; labor organizations and labor movements; social class and electoral politics; identity and subjectivity at and around work; and unpaid household and caring labor. Throughout, we will discuss the relationship of race and gender to work and class. The course will look at industrial production, service work, and work in the information economy. Our primary focus will be the U.S. but we will draw on cases from a range of other countries as well.

GSOC 6186 Living Book: Research to Manuscript
Terry Williams

GSOC 6187 Race in America
Terry Williams

GSOC 6189 Great Books in Media
Terry Williams

GSOC 7005 Dissertation Pro-Seminar
Robin Wagner-Pacifici
In this seminar advanced students work together, and with the
faculty member leading the seminar, in developing field statements and dissertation topics, with specific focus on the development of dissertation proposals and advancing dissertation research. Sociological questions, themes, interests and sub-fields are articulated and reconfigured as research questions and scholarly projects. Strategies for investigating and carrying out these projects are developed. Exemplary field statements and dissertation proposals are examined as structural models. The seminar proceeds as a workshop with students first presenting short research questions and plans, leading to more developed research proposals. The final requirement of the seminar is the submission of drafts of field statements and/or a dissertation proposal.
History is a field of inquiry essential to all human understanding. Recognizing that historical studies have transformative potential for interpretation, theory, and political action, we seek to establish a theoretically informed interdisciplinary space for producing critical history. Our program conceives of history as a way of thinking, a form of inquiry, and a mode of critique aligned with the intellectual traditions that define The New School. We train students in the rigors of scholarly discourse, independent research, and the imaginative act of relating history to the contemporary world. Students’ projects combine theoretical and political engagement with rich empirical research.

The Committee on Historical Studies (CHS) was founded in the mid-1980s by Charles Tilly, Louise Tilly, Aristide Zolberg, and Ira Katznelson on the conviction that the social sciences, public discussion of contemporary problems, and policy-making all become richer and more effective when joined with historical analysis; that practicing social scientists who want to work with history should learn to use historians’ standard materials and methods; and that the theories and methods of the social sciences strengthen historical research. These sentiments continue to guide the pedagogical and research programs of historical studies at The New School. The CHS is closely linked with the undergraduate history major at Eugene Lang College of Liberal Arts and is working with scholars in several divisions of the university to develop an integrated Department of History at The New School that crosses academic divisions.

Contact information

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Federico Finchelstein, Professor
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Jeremy Varon, Professor
Eli Zaretsky, Professor

Affiliated Faculty
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David Brody, Associate Professor of Design Studies, Parsons School of Design
Carlos Forment, Associate Professor of Sociology
Joseph Heathcott, Associate Professor of Urban Studies, Schools of Public Engagement
Eiko Ikegami, Professor of Sociology
Andreas Kalyvas, Associate Professor of Politics
Natalia Mehlman Petrzela, Assistant Professor of History, Eugene Lang College of Liberal Arts
Jessica Pisano, Associate Professor of Politics
David Plotke, Professor of Politics
Claire Potter, Professor of History, Schools of Public Engagement

Programs of Study

The CHS offers the MA degree only. For students who complete the requirements for the MA in Historical Studies (history) and wish to earn a PhD degree, the committee maintains a relationship with the Department of Politics and the Department of Sociology. More detailed information about CHS degree programs is published in the CHS Curriculum Handbook, available in the CHS office at 80 Fifth Avenue, 5th Floor, or on www.newschool.edu/nsrr (select Historical Studies from the Department’s menu).

Master of Arts in Historical Studies

The MA in Historical Studies is awarded for successful completion of 30 credits, including two required core courses, and completion of an acceptable master’s thesis. At least 18 of the required credits must be for courses listed or cross-listed in Historical Studies. The other 12 credits could be earned by taking courses offered by other departments of The New School for Social Research or other divisions of the university, as long as they are relevant to the Historical Studies program. Students who contemplate advancing to a PhD program must take care to use their electives to meet the prerequisites for acceptance to the PhD program in Politics or Sociology respectively.

All students must take a linked pair of seminars in their first year that orient them to the discipline:
GHIS 6133 Historiography and Historical Practice
GHIS 6134 Historical Sources and Methods

The historical studies program is designed to be completed in two years of full-time study, including the writing of the thesis. Part-time study is permitted. A student who expects to study part-time should consult with a department advisor about a timetable for completion of the degree requirements. Students are expected to attend the committee’s public seminars, conferences, and lectures and other activities.

The Master’s Thesis

After completing at least 18 credits, including both required courses, students may submit a proposal for a master’s thesis to their faculty advisor. The thesis is normally an original paper based on primary research written in the form of an article prepared for publication in a peer-reviewed journal. It must reference both primary and secondary historical sources and should be between 40 to 60 double-spaced pages (65 pages is the maximum allowed). Students working on a thesis should register for Independent Study under the supervision of their thesis advisor. The completed MA thesis must be submitted to two faculty members of the Committee on Historical Studies for review; the deadlines are April 1 for May graduation and November 15 for January graduation.
PhD in Politics or Sociology with a Specialization in Historical Studies

Students in their second year of study in a Master of Arts program in any of these three fields (or thereafter while still in residence) may apply for admission to an NSSR doctoral program. Acceptance is not automatic, but is at the discretion of both the CHS and the other PhD granting department. Applicants must provide the following materials to the secretary of the CHS: a letter of intent explaining the applicant’s scholarly interests and rationale for including historical studies as part of advanced social scientific research; a transcript of coursework completed at The New School for Social Research; a three-page prospectus of the student’s plans for doctoral research (this is not a formal dissertation proposal); and a letter of support from the student’s MA program faculty advisor. Please note: Applicants must follow on a parallel track the specific application procedures for the acceptance to doctoral study in politics or sociology. Students whose applications for the PhD program have been accepted by both faculties must file a change-of-status petition with the Office of Academic Affairs of The New School for Social Research.

The aim of the PhD in Politics or Sociology with a history specialization is to provide integrated training in history and social science for scholars with strong interests in both fields. Students accepted for doctoral studies by both CHS and the other department must work closely with both faculty advisors to design a coherent program of study and prepare qualifying examinations that will cover their work in both fields.

PhD Program Requirements

A total of 60 credits must be completed (including 30 credits for the student’s master’s degree). Any student who earned a master’s degree in a field other than historical studies must take the two Historical Studies core courses, GHIS 6133 Historiography and Historical Practice and GHIS 6134 Historical Methods and Sources.

A student must complete all of the course and other prerequisites to take the PhD qualifying examination in either Politics or Sociology.

Qualifying Examinations

Students who have completed at least 42 credits, including all required courses in both historical studies and their social science, can petition to take the PhD qualifying examinations—a separate examination for Historical Studies in addition to the examination(s) in Politics or Sociology. The form of the CHS examination will reflect the practice of the Politics or Sociology department, as appropriate.

Doctoral Dissertation

Students who pass all parts of the qualifying examinations are invited to form a dissertation committee, which must include at least one member of the CHS faculty as either chair or second reader. Among other advising responsibilities, this committee member must determine whether the thesis substantively engages historical sources and methodology. Doctoral dissertations in these programs are expected to demonstrate primary source research, an extensive review of the scholarly literature, and the competent formulation and exposition of an intellectual problem. The dissertation must be approved by both the Committee on Historical Studies and the Politics or Sociology department for the PhD degree to be conferred.

Historical Studies Courses

The following courses are offered in 2017–2018. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2017

GHIS 5302 The New Historia
Gina Walker
In Woman as a Force in History (1948), Mary Beard observed, “It is hard to miss woman as force if one keeps one’s eyes open and seeks, in the scientific spirit, the truth about woman as revealed in a documentation as diverse as it is ponderous, if one is not afraid to know her, if one really wants to know her.” Over the past sixty years, feminist scholars have kept their eyes open, discovering, recovering, and reclaiming earlier women and their cultural contributions. We now have a critical mass of information about previously “undiscovered” figures that attests to their presence. Ironically, the findings also speak to their absence: beginning with the Ancients, women were intentionally excluded from the official cultures of teaching, learning, and knowledge production mainly by, for, and about men. Without a female dimension, knowledge-ordering systems were constructed, academic disciplines with specific conventions emerged, and even in an “enlightened age,” Immanuel Kant famously insisted that female epistemological authority could only be worn as a mask. “A woman who has a head full of Greek like Mme Dacier,” he argued, “or carries on fundamental controversies about mechanics, like the Marquise de Chatellet, might as well even have a beard; for perhaps that would express the mien of profundity for which she strives.” The New Historia responds to the challenges of mapping female intellectual history in the global context. We look at individual and collective “female biographies,” considering the historiographical dilemmas in creating an alternative narrative of the past that does more than simply “add women into” traditional accounts. We speculate about the effects of this initiative: how does The New Historia correct, critique, and complement prevailing assumptions about “canonical” forces?

GHIS 6133 Historiography & Historical Practice
Oz Frankel
This course focuses on US history to explore current permutations of historiographical interests, practices, and methodologies. Over the last few decades, US history has been a particularly fertile ground for rethinking the historical although many of these topics and themes have shaped the study of other nations and societies. American history has been largely rewritten by a generation of scholars who experienced the 1960s and its aftermath and have viewed...
America's past as a field of inquiry and contestation of great political urgency. Identity politics, the culture wars, and other forms of organization and debate have also endowed US historiography with unprecedented public resonance in a culture that had been notoriously amnesic. We examine major trends and controversies in American historiography, the history of the historical profession, the emergence of race and gender as cardinal categories of historical analysis, popular culture as history, the impact of memory studies on historical thinking, the recurrent agonizing over American exceptionalism, as well as the current efforts to break the nation-state mold and to globalize American history. Another focus will be the intersection of analytical strategies borrowed from the social sciences and literary studies with methods of historicization that originated from the historical profession. This course should be taken during a student's first year in the Historical Studies program.

GHIS 6500 Masters Thesis Seminar
Federico Finchelstein
This course is mandatory for second-year graduate students in history, and is designed to help prepare them for writing their theses. Students will be expected to have already prepared materials for their thesis before taking the class, and should be on course for completing their thesis by the end of the semester.

Spring 2018
GHIS 5009 Here, There, Everywhere: Sixties as Global History
Jeremy Varon
No recent decade has been so powerfully transformative in the United States and much of the world as have the 1960s. The era's protest movements dramatically changed the politics in the West; decolonization struggles altered the balance of global power; and in communist Europe democracy movements set the stage for full-scale revolutions ending the Cold War. We will explore foundational philosophical and theoretical critiques which helped define the global New Left; challenges to empire through struggles for national liberation; the challenge to bureaucratic rationality in the Communist World; the world of "policy" and elite agency; numerous "local" arenas of struggle and their implication in international and transnational structures and cultures of dissent. Special focus will be given to the United States, West Germany, France, and Mexico. Readings will be drawn from across disciplines and will include: Marcuse, Katsiaficas, Suri, Klimke, Jameson, Herzog, Joseph, Varon, Ross and Bourg, as well as period documents. The 1960s was also a time of great experimentation in art, music, film, literature and language. Exploring each of these media, the class seeks also to capture the era's experimental spirit, and engage the Sixties as "living history."

GHIS 5125 America's Empires
Oz Frankel
Empire is a keyword of our time. It has been in great use since the American invasion of Afghanistan and then Iraq—either to celebrate or to castigate US foreign policy—but even before 9/11, thinking of the US in terms of empire informed the study of American history. This seminar addresses the utility and feasibility of empire as a term of analysis in US history. It takes an expansive view of empire that includes diverse systems of domination and inequality, inside and outside the formal boundaries of the US, and aspects of private well as public lives. The emphasis is the social, cultural, and daily dimensions of imperial power rather than diplomacy and strategy. Examples, from the conclusion of the eighteenth century to the middle of the twentieth, include western expansion, post-Civil War Reconstruction, race and domesticity, and the global process of "Americanization," in other words, the transnational presence of the US as a model for social relations, political structures, and popular culture. (This course has been approved to fulfill requirements for Sociology at NSSR and is Cross-listed as GPOL 6139 at NSSR and LHIS 4567 at Eugene Lang College.)

GHIS 5177 Violence, Repression, Revolution
Federico Finchelstein
This graduate course focuses on recent historical approaches to violence, repression and revolution in modern and contemporary history with special reference to recent developments in political history, dictatorship, fascism and the politics of memory. The course approaches these topics from the perspective of Latin American and European history. The seminar also examines the contextual role of symbolic and explicit violence in critical theory and historiography.

GHIS 6134 Historical Methods and Sources
Claire Potter
Description: Historical Methods and Sources offers theoretical perspectives on and practical training in historical research, writing, and representation. We begin by exploring debates surrounding just what history is as mode of narrative, form of textuality, and set of relationships to the past. The remainder of the course provides hands-on training in what historians do: cull and interpret primary sources; locate and pull materials from archive; identify relevant contexts and relate texts to them; assess existing literature; review books; design research; and intervene in historiographic debates by crafting original arguments. Individual projects will be tailored toward students' research interests and build toward (or enhance) work on their Masters theses. This course is mandatory for all Historical Studies Master students and for all PhD students doing joint programs in history, but it is open to all NSSR graduate students who are interested in historical research and methodology.
COMMITTEE ON LIBERAL STUDIES

The committee is a group of faculty representing several divisions of the university who oversee the interdisciplinary graduate curriculum in Liberal Studies. The MA in Liberal Studies program, developed by the committee, offers advanced academic training in four areas of study:

- Intellectual History and Modern Thought
- Media and Culture
- Literature, the Arts, and Aesthetics
- Criticism and Publishing

The Master of Arts in Liberal Studies is designed to serve the needs of both traditional and nontraditional graduate students. A significant percentage of students are seeking to build a strong and broad intellectual base before choosing a PhD program in a humanities or social science discipline, whether at The New School for Social Research or elsewhere. Some are developing careers in writing, journalism, or publishing; some are aiming for professions that benefit from a well-rounded knowledge base, such as law, business, curation, nonprofit organizations, etc. Others simply want a richer engagement with the culture of our times—and times past— independent of any particular professional goal.

The program is designed for self-directed students who want to work on the quality of their prose while mastering new modes of serious inquiry, either within an academic context or toward engagement in the wider public sphere. Special attention is paid to the history of Western thought, but courses also explore current developments in global culture(s) and contemporary critical theory.

Upon the approval of a thesis topic, MA students work closely with one or more of the Liberal Studies’ 20-plus faculty members, all of whom are distinguished writers and accomplished scholars.

Contact Information

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Faculty Members of the Committee

Paul Kottman, Chair and Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts
McKenzie Wark, Co-Chair (Fall 2017) and Professor of Culture and Media, Eugene Lang College of Liberal Arts
Alice Crary, Professor of Philosophy
Simon Critchley, Hans Jonas Professor of Philosophy
Stefania de Kenessey, Professor of Music, Eugene Lang College
Oz Frankel, Associate Professor of History
Terri Gordon, Associate Associate Professor of Comparative Literature, Schools of Public Engagement

Noah Isenberg, Professor of Culture and Media, Eugene Lang College of Liberal Arts
Elizabeth Kendall, Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts
Elzbieta Matynia, Professor of Sociology and Liberal Studies
Inessa Medzhibovskaya, Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts
James Miller, Professor of Politics and Liberal Studies
Gustav Peebles, Associate Professor of Anthropology, Schools of Public Engagement
Dominic Pettman, Professor of Culture and Media, Eugene Lang College of Liberal Arts
Hugh Raffles, Professor of Anthropology
Eugene Thacker, Professor of Media Studies, Schools of Public Engagement
Gina Luria Walker, Professor of Women’s Studies, Schools of Public Engagement

Affiliated Faculty

Mark Greif, Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts

Part-Time Faculty

Melissa Monroe, Part-time Assistant Professor
Jed Perl, Part-time Assistant Professor

Program of Study

The MA degree is awarded for completion of 30 credits and a written master’s thesis. There is one required course: GLIB 6001, Eros and Civilization, normally taken in the first semester of study. Students are strongly advised to also take GLIB 6301, Master’s Seminar in Critical & Creative Writing, after a student has an approved thesis topic. The remaining 24 credits are electives.

Each student is assigned a faculty advisor upon entering the program. The advisor helps the student clarify research interests and take advantage of the educational resources available at The New School. Students, in consultation with their faculty advisors, design a personal program of study to meet their particular educational goals.

Required Course
GLIB 6001, Eros and Civilization

Recommended Course:
GLIB 6301, Master’s Seminar in Critical & Creative Writing

Elective Areas of Study

Beyond these two courses, students can choose from a wide range of courses designed to enable interdisciplinary study and an independent approach to learning. Students may take any courses offered by the Committee on Liberal Studies that they consider appropriate to their needs. There are four defined areas of study. Students can mix courses from any of the four areas or take all their courses in just one area. They are also encouraged to explore with their faculty advisor relevant courses offered elsewhere at The New School for Social Research. Students may potentially take one course in their second year of study, as part of the Consortium of educational institutions in the Greater New York Area (Columbia, New
York University, Princeton, and others.), dependent on permission from both schools.

**Intellectual History and Modern Thought**

Courses in this track enable students to develop understanding of the core ideas that have shaped our contemporary world, past and present. Some courses emphasize the deep historical background of our present time, and others look in more detail at the dominant concepts informing the modern period.

**Media and Culture**

The slow but steady eclipse of traditional print and broadcast media raises questions about the nature of mass communication in general and its effects on culture, politics, and daily life. Courses in this area cover the classics of media theory, as well as addressing pressing questions about contemporary digital culture. This track thus focuses on the burgeoning field known as Critical Media Theory.

**Criticism and Publishing**

The means by which thought and art are communicated are constantly changing. Courses in this area address both the history of media and current and emerging forms. Many of these courses offer practical instruction in cultural media platforms as well as a context within which to understand the shifting terrain of media practices.

After completing 18 credits, a student is required to submit a one-page preliminary thesis proposal to the chair of Liberal Studies, along with the name of a faculty member who has agreed to supervise the thesis. Once this proposal has been accepted, responsibility for overseeing the student’s course of study shifts to the thesis supervisor. At this point, students often take an independent study course guided by their thesis supervisor in order to facilitate their initial research and writing.

After completing 27 credits, students are required to submit a five-page précis of their thesis in progress.

**The Master’s Thesis**

The thesis is expected to present either new research, a fresh interpretation, or both based on primary sources. A thesis should be at least 40 but not more than 75 pages. A successful thesis demonstrates both analytical rigor and intellectual passion.

A master’s thesis is more than a piece of original academic writing. It is an exercise in the production of knowledge and a rite of passage into a community of scholars and/or critics. In the case of the Liberal Studies graduate program, these goals are approached through the interdisciplinary methods and theoretical perspectives of the program. Students are expected to explore and critically discuss a text or a set of texts in a way that sheds fresh light on the subject and breaks out of established disciplinary boundaries. Writing the master’s thesis gives the student a significant body of research as a foundation for further research and writing, including a doctoral dissertation, should the student seek a PhD degree. In some cases, students choose to write a draft of a work intended for publication.

What do our students write about? Almost anything. Consider some recent theses titles:

- **The Aura of the Brand**: Nike and Postmodern Capitalism
- **Ruins and Memories**: Walter Benjamin’s Readings of Marcel Proust
- **The Pinochet Case**, Universal Jurisdiction, and State Sovereignty
- Franz Kafka and Hannah Arendt’s Image of Totalitarianism
- Futurism, Fascism, and Henri Bergson’s Philosophy of Time
- Constructing Taste: Forecasting Services and the Sociology of Fashion
- Allegories of Laughter in Baudelaire, Freud, Bataille, and Kundera
- Arthur Danto’s Interpretation of Andy Warhol
- The Body Politic in Walt Whitman’s Poetry
- Race and Heavy Metal
- Celebrity, Star-Image, and Media Democracy
- Hope—and Other Feelings Inside a Brooklyn Job Center
- Participatory Democracy in the Twilight of Spain’s 1978 Regime
- On Stanley Cavell: Acknowledging Voice
- An “Epidemiology” of Sectarian Violence in Iraq after 2003
- Shock Value: The Aesthetics of Violence in the Work of Marina Abramović
- The Mechanical Wife: Technology, Patriarchy, and Feminism in The Stepford Wives
- Education and the Identity Conflict in Israel
- Seascapes: Memoire of a Norwegian Whaling Family

**Using Liberal Studies Work to Meet PhD Program Prerequisites**

Liberal Studies students who expect to apply to a doctoral program at The New School for Social Research in philosophy, politics, sociology, or anthropology can prepare by selecting appropriate courses in those departments as electives. In most cases, the faculty advisor in Liberal Studies can help a student work out a coordinated program with the faculty of philosophy, politics, sociology, or anthropology.

**Other Guidelines**

GPAs of 3.0 or better must be received for all courses taken to meet the 30 credits required for the master’s degree.

The MA in Liberal Studies is designed to be completed in two years of full-time study, including the writing of the master’s thesis. Full-time study is not, however, required. Students who need to study part-time can negotiate a timetable for completion in consultation with their faculty advisor. The program must be completed within five years.

**Liberal Studies Courses**

The following courses are offered in 2017–2018. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at [www.newschool.edu/ucc](http://www.newschool.edu/ucc).

**Fall 2017**

GLIB 5112 Cultural Criticism
Melissa Monroe
This course focuses on the elements that constitute a strong writing style and on how writers concerned with political and...
cultural issues use various structural and rhetorical techniques to entertain and outrage, provoke and inspire. We will look closely at texts by a variety of cultural critics, including Matthew Arnold, Mark Twain, W.E.B. DuBois, H. L. Mencken, George Orwell, Lionel Trilling, Jessica Mitford, Joan Didion, and Edward Said. We will focus especially on the relation between form and content, and will analyze the various structural strategies that critics use to make their arguments. We will also focus on putting these lessons into practice; students will write several essays, and we will often look at samples of student writing in class. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must email Professor Melissa Monroe, monrowm@newschool.edu, for permission to register.
questions about the role of the individual in society, challenge the notion of a stable, cohesive self, and break down accepted category distinctions such as concrete/abstract and real/imaginary. Each week, we look at the basic elements of one of the subfields of linguistics (morphology, semantics, syntax, sociolinguistics, etc.), reading philosophers and stylistic critics such as H.P. Grice, John Searle, Roman Jakobson and Tzvetan Todorov, and applying their concepts, focusing on the ways in which linguistic disruptions embody thematic concerns in the works of major twentieth-century literary figures such as Samuel Beckett, William Faulkner, Gertrude Stein, Paul Celan, Franz Kafka, Alain Robbe-Grillet, Marianne Moore and Wallace Stevens, and contemporaries such as Lydia Davis, Stephen Dixon and James Kelman. We also discuss effective use of language in academic writing; students write several essays, and we examine excerpts in class, considering issues of structure, style and tone.

GLIB 5509 Picasso: Artist of the 20th Century
Jed Perl
Picasso's titanic achievement--as painter, sculptor, and printmaker--reflects nearly every aspect of twentieth-century experience. And a close examination of his art and his life can show us how one immensely fertile imagination grappled with all the crosscurrents of modern culture. From his early days in Barcelona's hardscrabble bohemia to his later, living-legend decades on the Riviera, Picasso felt the pulse of modernity. His work embraces political radicalism and erotic experimentation, ivory tower formalism and popular culture. Picasso was a man of paradoxes, and by exploring his contradictions we can gain unique insights into the challenges that any artist faces in the modern world. He was a traditionalist but also a nihilist, a man who remained true to his Spanish origins even as he passed much of his life in the cosmopolitan atmosphere of Paris. He painted some of the most delicately lyrical works of his century, but also, in Guernica, the ultimate political protest mural. His close engagement with Braque in the invention of Cubism may be the grandest collaborative effort in all the visual arts, but he was also the most solitary of creators, developing at the end of his life, in the prints of Suite 347, an unparalleled private erotic mythology. His friends and admirers included some of the essential authors of his time (both Gertrude Stein and Andre Malraux wrote books about his work), but he was also the first artist to be wholeheartedly embraced by a celebrity culture. In class we will examine a series of images and texts that are central to the understanding of Picasso--ranging from his early studies of circus performers, to his surrealist mythologies, to the aesthetic views reflected in his writings. At the same time, students will work individually on various aspects of his life and experience--from his political activism and possible anarchist sympathies, to his involvement with the performing arts, to the Surrealist photography of his lover Dora Maar, to his appearances in photojournalism and the movies. We will also visit museums and print collections in order to gain a closer understanding of his technical innovations in painting, printmaking, sculpture, and collage.

GLIB 5520 Realism, an Introduction
TBD
The novel, wrote Stendhal, is "a mirror being carried down the side of a road." The famous phrase aptly captured the ambitions of the technique of realism, that is, to depict the actuality of the world in fiction. But it also emphasized, deliberately, in the ambiguous figure of the mirror, the complications of frame, point of view, social realities, and subjectivity of realistic technique that would animate the modern and postmodern consciousness of literature in the nearly two centuries that lie between Le rouge et le noir and today. Beginning with the political and artistic ambitions of the 19th-century novel, this course will trace the evolution of realism's complicated passage through the problematizations of the modern - historical, linguistic, theoretical, political, and psychological - and, through close study of 19th-and 20th-century texts (Dickens, Balzac; Hans Fallada, Stig Dagerman, Olivia Manning, John LeCarre, Tom Wolfe, Michael Herr, W.G. Sebald, and others) and several screen works (Spielberg's "Munich," Corti's "Where to and Back") we will read as writers --to interrogate the meaning of realism to a literary, social, and political consciousness today. Students may respond to readings and class work in a final assignment of any form: critical essay, fiction, poetry, or film.

GLIB 5550 Faust Through the Ages
Inessa Medzibovskaya
Modern literature and art are unthinkable without the sublime majesty of Goethe’s Faust. One of Germany’s greatest contributions to culture, this complex bipartite drama (1808; 1832) was neither the first nor the last, in Goethe’s homeland and elsewhere, to reflect with the help of the Faustian legend on the shifting models of comprehenson underlying the conditions and results, the means and ends, the losses and gains of human striving. This course critically examines the progression of the idea of striving in pursuit of progress and immortality through the ages observing not only the transformation of the figure of Faust through the centuries in different literary genres and works of art, but also exploring such key concepts as the conditions and the price of the pact as the corollary of extraordinary ambition, the mastery of knowledge and of the order of life’s encounters with persons, things and historical circumstance, and the reconvening of the mythical Eros with human sensuality. The course will concentrate on philosophical, narrative, performative, political and representational elements accompanying the reappearance of Dr. Faustus in a variety of genres (literary, theatrical, cinematic, musical, and those in visual art) across the widely changing historical and ideological landscape, from the study of the versions of the medieval Faust legends and moving onwards to Christopher Marlowe, Goethe, Thomas Mann, David Mamet and other authors. Special attention will be paid to the versions of Faust and its variations in Soviet Russia, the Nazi Germany and after the fall of communism.

GLIB 5822 Film Criticism & Theory
Noah Isenberg
This course examines the history of film criticism from its beginnings until today, tracking critical developments both inside and outside the academy, for example, formalism, psychoanalysis, feminism and auteur theory. We also follow the careers of leading film critics, including Sergei Eisenstein, Otis Ferguson, Siegfried Kracauer, André Bazin, Manny Farber, Pauline Kael, and Andrew Sarris. Finally, we give considerable attention to the state of film criticism today and the different forms it is taking, such as blogging and internet
journals and magazines. The course is co-taught by Dennis Lim, a film critic at The New York Times, founding editor of Moving Image Source, former film editor at the Village Voice, and a member of the National Society for Film Critics.

GLIB 6125 Mysticism
Simon Critchley & Eugene Thacker
Mysticism is a strange object of study. It is deeply engaged with theological doctrine, but it always seems to depart from or undermine them – mysticism is as much about heresy as it is about orthodoxy. In its attempts to articulate religious experience in thought, mysticism also borrows heavily from philosophy, but what often results is a strange philosophy of contradictions, confessions, and enigmas. In its will to render “the mystical” discursively, mysticism develops an entire poetics which frequently results in a poetry that works against itself and brushes up against the limits of language. This seminar will examine mysticism primarily in its historical context, through an engagement with the mystical texts, and the strange status both this text and its context have in relation to philosophy, religion, poetry, and politics. While the seminar will focus primarily on mysticism in the Judeo-Christian tradition, it will also invite a comparative perspective (e.g. with Buddhist and Hindu mystic traditions) and an engagement with the unique challenges entailed in such an approach. Texts that may be included in the seminar include those by Augustine, Dionysius the Areopagite, Meister Eckhart, Marguerite Porete, Teresa of Avila, John of the Cross, and others. Particular attention will be paid to the tradition of female mysticism. The seminar will also include selections from Pascal, Kierkegaard, Schopenhauer, Nietzsche, as well as more modern selections from Georges Bataille, Jacques Lacan, Simone Weil, and E.M. Cioran.

GLIB 6301 Master’s Seminar in Critical and Creative Writing
Melissa Monroe
An intensive workshop for students working on major writing projects such as an MA thesis, a piece of long-form journalism, or an integrated writing portfolio for professional use. The course is organized as an ongoing process of peer review supervised by the faculty. The aim is to create a collective setting that can help students improve their own writing and hone their critical skills through constructive engagement with others’ work.
PROGRAM IN CREATIVE PUBLISHING AND CRITICAL JOURNALISM

A unique venture, the MA Program in Creative Publishing and Critical Journalism brings together faculty from The New School for Social Research and faculty from the Parsons Communication Design program. It is aimed at a variety of students: writers and reporters who dream of becoming the next Susan Sontag or Glenn Greenwald; graphic designers who aspire to follow in the footsteps of Saul Bass or Milton Glaser; and editors who dream of starting a new intellectual quarterly to follow in the footsteps of affiliated faculty like Robert Boyers, the founder of *Salmagundi* 50 years ago; Mark Greif, a co-founder of *n + 1* a decade ago; and Rachel Rosenfelt, the founder of *New Inquiry* a few years ago.

A special strength of the program is its location within The New School for Social Research. This graduate faculty is renowned for its interdisciplinary yet rigorous approach to critical theory and progressive empirical inquiry. A salient concern of the curriculum will be to query the authority and reliability of the information conveyed through both old and new media—and to explore questions about what constitutes a “fact”; and what obligation (if any) reporters, or nonfiction writers, or scholars, or politically-engaged citizens have to tell the truth. At the same, students, through electives, will be able to broaden their horizons by taking substantive graduate courses in other fields, including philosophy, politics, economics, sociology, anthropology, and psychology.

Students in creative publishing don’t just study Big Ideas and Great Books and the currently trending theories of media; in addition, they also learn how to use media, by learning the ropes of the New York publishing world, online and in print, up close and personal, through site visits, writing-intensive seminars, collaborative multimedia studio courses, and an individualized capstone project that can take a number of forms: from an edgy essay on philosophy or pop culture to a piece of investigative reporting, from a business plan for a new literary quarterly to design work that demonstrates a student’s ability to create an engrossing reading experience that shows awareness of and empathy for today’s reader.

Contact Information

Creative Publishing/Critical Journalism Telephone:
212.229.2747
TBD, Senior Secretary
Laura Thorne, Student Advisor
cpcjadvisor@newschool.edu

Faculty Members of the Committee

James Miller, Faculty Director, Professor of Politics & Liberal Studies
Rachel Rosenfelt, Associate Director, Creative Publishing/Critical Journalism
Juliette Cezzar, Assistant Professor of Communication Design, School of Art, Media, and Technology, Parsons School of Design
Mark Greif, Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts
Noah Isenberg, Professor of Culture and Media, Eugene Lang College of Liberal Arts

Melissa Monroe, Part-time Assistant Professor, Liberal Studies
Jed Perl, Part-time Assistant Professor, Liberal Studies
Claire Potter, Professor of History, School of Public Engagement
Hugh Raffles, Professor of Anthropology and Director of the Graduate Institute for Design, Ethnography and Social Thought

Part-Time Faculty

Jonathan Baskin, Part-time Lecturer
Francis Tseng, Part-time Lecturer

Course Requirements, Credits, and Grades

The master’s candidate must successfully complete 30 credits. A student may complete the program in one year by taking 15 credits a semester or may elect to complete the program at a slower pace. Anyone wishing to finish in a year should state that intention at the start of the first semester, and plan a course of study with program faculty. There are two required three-credit courses, and a third required three-credit Publishing, Production, and Writing Lab; there is also a required three-credit writing-intensive elective. For the remaining four courses, students can access faculty across The New School in order to design an individual path of study. A GPA of no less than 3.0 is required to graduate.

Transfer Credit

A maximum of three credits taken at another university may be granted toward the credit requirement for the master’s degree. Twenty-seven credits must be completed at The New School for Social Research. Forms for requesting transfer of credit are available at the University Records Office.

Core Program Requirements

| Creative Publishing & Critical Journalism: An Introduction | 3 |
| Design & the Future of Publishing | 3 |
| Multimedia Publishing, Production, and Writing Lab | 3 |
| One writing-intensive elective course | 3 |

Writing-intensive courses include:

- Freedom by Design: An Introduction to Modernity
- Truth, Deception, and Self-Deception in Politics & Journalism
- Writing the Other
- Cultural Criticism

Students must consult with a faculty advisor for approval of an individual path of study.

Capstone Project

In addition to meeting the requirements described above, the candidate for the continuing MA will complete an individual capstone project, usually elaborated in the context of the Multimedia Publishing, Production, and Writing Lab, which may consist of a final piece of criticism, reflective essay, or
news article; or an example of design work; or a portfolio that documents editorial or production work done in the program.

**Elective Areas of Study**

Beyond the three required courses and required writing-intensive elective, students can choose from a wide range of courses designed to enable interdisciplinary study and an independent approach to learning. Students may take any courses offered by any department at The New School for Social Research, or Parsons School of Design, or the Schools of Public Engagement that they consider appropriate to their needs.

**Other Guidelines**

A GPA of 3.0 or better must be received for all courses taken to meet the 30 credits required for the master’s degree.

The MA in Creative Publishing & Critical Journalism Studies is designed to be completed in two years of full-time study, including the writing of the master’s thesis. Full-time study is not, however, required. Students who need to study part-time can negotiate a timetable for completion in consultation with their faculty advisor. The program must be completed within five years.

**Creative Publishing & Critical Journalism Courses**

The following courses are offered in 2017–2018. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at [www.newschool.edu/ucc](http://www.newschool.edu/ucc).

**Fall 2017**

**GPUB 5001 Creative Publishing & Critical Journalism**
James Miller and Rachel Rosenfelt
From the dawn of the mechanical printing press, the dissemination of ideas has been tied to the means of reproducing words and texts. Since the traditional printed codex and such 19th-century offshoots as the newspaper and magazine face an uncertain future in a brave new world of digital media, tweets, and social networking, this seminar will survey the kinds of “worlds built by words” that first flourished in the Renaissance and may yet flourish again, should imaginative writers and innovative entrepreneurs take up the challenge of reinventing serious intellectual publishing in a post-print world. Readings include texts by Anthony Grafton, Robert Darnton, Baudelaire, Mathew Arnold, Oscar Wilde, Walter Benjamin, Theodor Adorno, George Orwell, Guy Debord, C. Wright Mills, Roland Barthes, Susan Sontag, and Bernard Williams; and site visits to The New York Times, Vice, Penguin Random House, Gawker Media, and Dissent &c. Please note: This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

**GPUB 5002 Design & The Future of Publishing**
Juliette Cezzar
This course is specifically designed to serve as a broad foundation for students from non-design backgrounds to give form to content. This is a hands-on studio course that will begin with projects that investigate typography, image, composition, sequence, and order, with the aim to design and publish something that demonstrates a point of view by the end of the semester. Woven through the course will be a discussion of contemporary issues that cross design and publishing through an analysis of contemporary books, magazines, and periodicals across both printed and digital platforms.

**GPUB 5110 Creative Publishing & Critical Journalism: Fieldwork Seminar**
Rachel Rosenfelt
In this Creative Publishing and Critical Journalism Fieldwork Seminar, students will meet with individuals and groups on the vanguard of media evolution at their place of work around New York City. Readings will consist of research-based materials to prepare students to converse with publishing practitioners and gain a deeper understanding of the media industry from the perspectives of those actively shaping the future of their fields today. In recent years, visits have included: Verso Books, Penguin Random House, The New York Times, genius.com, Vice, Gawker and more. Every year, site visits are scheduled with organizations chosen for their transformational work that year. Visits last from two to four hours each. Prerequisite: Concurrent enrollment in GPUB 5001 recommended. Recommended but not required for CPCJ majors.

**GPUB 5112 Cultural Criticism**
Melissa Monroe
This course focuses on the elements that constitute a strong writing style and on how writers concerned with political and cultural issues use various structural and rhetorical techniques to entertain and outrage, provoke, and inspire. We will look closely at texts by a variety of cultural critics, including Matthew Arnold, Mark Twain, W.E.B. DuBois, H. L. Mencken, George Orwell, Lionel Trilling, Jessica Mitford, Joan Didion, and Edward Said. This course focuses especially on the relation between form and content, analyzing why authors make the stylistic choices they do, and how these choices help determine readers’ responses. We will also focus on putting these lessons into practice; students will write several essays and we will often look at samples of student writing in class. This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

**GPUB 5610 Truth, Deception, and Self**
James Miller
In recent years the meaning of truth, and the value of truth-telling, have both come into question. Large numbers of Americans express skepticism about the reliability of reporters and journalists – even as many of them voice well-founded suspicions about the veracity of government officials. Ordinary citizens are bombarded daily with misleading claims if not “fake news.” So what exactly is the meaning of truth in our own information-rich yet often confounding age of networked global media? And what, if any, virtue is there in continuing to aspire to “truthfulness” in word and deed? This seminar will explore these questions by reading a variety of classic texts; by examining some of the literature on the psychology of how human beings process
information; by analyzing some recent philosophical responses to the questions; and by looking at recent attempts by investigative reporters to unveil the truth about various American policies. Readings include: Hannah Arendt on truth and politics; Alasdair MacIntyre on the problem of truthfulness and lying; Daniel Patrick Moinihan on secrecy in government; Peter Pomerantsev on Russian propaganda; Jason Brennan on the ignorance of American citizens, and limits in practice of deliberative democracy; Sophocles' Oedipus Rex; Plato’s Republic with special reference to the idea of a noble lie, opinion v knowledge, and myth v dialectical reasoning; Machiavelli, The Prince: Kant on lying; Nietzsche’s thoughts on the will to truth, as expressed in selections from his notebooks of the early 1870s; Bernard Williams: Truth and Truthfulness; Walter Lippmann on limits to the rationality of public opinion; replies to Lippmann from John Dewey and Edward Bernays; the rise of market research, public opinion polling, and propaganda as ways to manipulate opinion; and, finally, some recent examples of the difficulties contemporary journalists have faced in discovering the truth, and relaying accurate information to the public.

GPUB 6001 Multimedia Publishing Production & Writing Lab Part 1
Rachel Rosenfelt
This is Part 1 of a yearlong collaborative, hands-on seminar in which students will be given the dual experience of independent project creation and a collaborative public-facing product launch by the course’s end. Students will be given the time and tools they need to pursue skill acquisition where they’re lacking, determined on a case-by-case basis, including knowledge of HTML, CSS, Adobe Suite, WordPress, EPUB, and more. After the completion of individual projects, the class will cohere around the conception, creation, edit and publication of a contemporary magazine in whatever digital and/or print forms the students collectively decide. This process will be mentored with a strong emphasis in practical, professional development by the course’s professor, who will help students learn how to interface effectively with professionals as applicants or employees in journalism and publishing beyond the confines of the classroom. The final product will be tailored to enable each student to emerge from the course with a portfolio-building example of their work, and learn how to connect their creative work with a public readership through promotional efforts and events. The lab will feature the guidance and feedback of visiting industry professionals and The New School faculty, taking full advantage of The New School’s location by emphasizing strongly engagement with New York City. By exploring a variety of emerging practices in book, newspaper, and magazine writing and publishing, on both print and digital platforms, students will improve their ability to write, to work with a team in a publishing environment, to diversify their skills, and to produce quality projects establishing them as strong entry-level candidates for a variety of careers in contemporary media.

GPUB 6800 Advanced Mentoring in Journalism
James Miller and Rachel Rosenfelt
This independent study provides advanced students in Creative Publishing and Critical Journalism (CPCJ) with an opportunity to work closely with CPCJ faculty in mentorship to further develop their critical, editorial, and professional skills in publishing. Prerequisite: GPUB 6001, GPUB 6002 or by department chair’s permission.

Spring 2018

GPUB 5040 Journalism, Media & Publishing: Basic Skills Intensive
Rachel Rosenfelt
This course provides focused training for key skills for careers in journalism, media, and publishing in 2-3 week intensive units. Topics covered include structural and copy editing; book and magazine production; social media, analytics and digital marketing; interview and research strategies for investigative journalism; freelance writing; and career preparedness.

GPUB 5140 Realism: An Introduction
TBD
The novel, wrote Stendhal, is “a mirror being carried down the side of a road.” The famous phrase aptly captured the ambitions of the technique of realism, that is, to depict the actuality of the world in fiction. But it also emphasized, deliberately, in the ambiguous figure of the mirror, the complications of frame, point of view, social realities, and subjectivity of realistic technique that would animate the modern and postmodern consciousness of literature in the nearly two centuries that lie between Le rouge et le noir and today. Beginning with the political and artistic ambitions of the 19th-century novel, this course will trace the evolution of realism's complicated passage through the problematizations of the modern - historical, linguistic, theoretical, political, and psychological - and, through close study of 19th-and 20th-century texts (Dickens, Balzac; Hans Fallada, Stig Dagerman, Olivia Manning, John LeCarre, Tom Wolfe, Michael Herr, W.G. Sebald, and others) and several screen works (Spielberg's "Munich," Corti's "Where to and Back") we will read as writers --to interrogate the meaning of realism to a literary, social, and political consciousness today. Students may respond to readings and class work in a final assignment of any form: critical essay, fiction, poetry, or film. This course is open to BA/MA students; please email the instructor for permission to register.

GPUB 5300 Picasso: Artist of the Twentieth Century
Jed Perl
Picasso's titanic achievement--as painter, sculptor, and printmaker--reflects nearly every aspect of twentieth-century experience. And a close examination of his art and his life can show us how one immensely fertile imagination grappled with all the crosscurrents of modern culture. From his early days in Barcelona's hardscrabble bohemia to his later, living-legend decades on the Riviera, Picasso felt the pulse of modernity. His work embraces political radicalism and erotic experimentation, ivory tower formalism and popular culture. Picasso was a man of paradoxes, and by exploring his contradictions we can gain unique insights into the challenges that any artist faces in the modern world. He was a traditionalist but also a nihilist, a man who remained true to his Spanish origins even as he passed much of his life in the cosmopolitan atmosphere of Paris. He painted some of the most delicately lyrical works of his century, but also, in Guernica, the ultimate political protest mural. His close
engagement with Braque in the invention of Cubism may be the grandest collaborative effort in all the visual arts, but he was also the most solitary of creators, developing at the end of his life, in the prints of Suite 347, an unparalleled private erotic mythology. His friends and admirers included some of the essential authors of his time (both Gertrude Stein and Andre Malraux wrote books about his work), but he was also the first artist to be wholeheartedly embraced by a celebrity culture. In class we will examine a series of images and texts that are central to the understanding of Picasso—ranging from his early studies of circus performers, to his surrealist mythologies, to the aesthetic views reflected in his writings. At the same time, students will work individually on various aspects of his life and experience—from his political activism and possible anarchist sympathies, to his involvement with the performing arts, to the Surrealist photography of his lover Dora Maar, to his appearances in photojournalism and the movies.

GPUB 5822 Film Criticism
Noah Isenberg
This course examines the history of film criticism from its beginnings until today. Students will have the opportunity to track critical developments both inside and outside the academy (e.g., formalism, psychoanalysis, feminism, auteur theory) while also following the careers of leading critics of the twentieth century (e.g., Sergei Eisenstein, Otis Ferguson, Siegfried Kracauer, Andre Bazin, Manny Farber, Pauline Kael, Andrew Sarris). Finally, we will pay considerable attention to the state of film criticism today and the different forms it has taken, from blogging to internet journals and magazines.

GPUB 5283 Language and the Self in Modern Literature
Melissa Monroe
One of the defining characteristics of modernist literature is its linguistic self-consciousness – its engagement with the fact that we live in “a world of words.” In this course, we examine the work of twentieth-century and contemporary writers who violate linguistic norms in order to question social, psychological and philosophical norms. These violations raise questions about the role of the individual in society, challenge the notion of a stable, cohesive self, and break down accepted category distinctions such as concrete/abstract and real/imaginary. Each week, we look at the basic elements of one of the subfields of linguistics (morphology, semantics, syntax, sociolinguistics, etc.), reading philosophers and stylistic critics such as H.P. Grice, John Searle, Roman Jakobson and Tzvetan Todorov, and applying their concepts, focusing on the ways in which linguistic disruptions embody thematic concerns in the works of major twentieth-century literary figures such as Samuel Beckett, William Faulkner, Gertrude Stein, Paul Celan, Franz Kafka, Alain Robbe-Grillet, Marianne Moore and Wallace Stevens, and contemporaries such as Lydia Davis, Stephen Dixon and James Kelman. We also discuss effective use of language in academic writing; students write several essays, and we examine excerpts in class, considering issues of structure, style and tone.

GPUB 6002 Multimedia Publishing Production & Writing Lab
Part 2
Rachel Rosenfelt

In this collaborative, hands-on seminar, students will be given the dual experience of independent project creation and a collaborative public-facing product launch by the course’s end. The focus is on advanced writing and editing, research, hands-on design, and distribution for print. Students will have the opportunity to choose their concentration in editorial, marketing, or production. Students will be given the time and tools they need to pursue skill acquisition where they’re lacking, determined on a case-by-case basis, including knowledge of HTML, CSS, Adobe Suite, WordPress, EPUB, and more. After the completion of individual projects, the class will cohere around the conception, creation, edit, and publication of a contemporary magazine in whatever digital and/or print forms the students collectively decide. This process will be mentored with a strong emphasis in practical, professional development by the course’s professor, who will help students learn how to interface effectively with professionals as applicants or employees in journalism and publishing beyond the confines of the classroom. The final product will be tailored to enable each student to emerge from the course with a portfolio-building example of their work, and learn how to connect their creative work with a public readership through promotional efforts and events. The lab will feature the guidance and feedback of visiting industry professionals and New School faculty, taking full advantage of The New School’s location by emphasizing strongly engagement with New York City. By exploring a variety of emerging practices in book, newspaper, and magazine writing and publishing, on both print and digital platforms, students will improve their ability to write, to work with a team in a publishing environment, diversify their skills, and produce quality projects establishing them as strong entry-level candidates for a variety of careers in contemporary media. Prerequisite: advanced composition skills are required. Please note: This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

GPUB 6301 Master’s Seminar in Critical and Creative Writing
Melissa Monroe
This course is an intensive workshop for students working on major writing projects such as an MA thesis, a piece of longform journalism, or an integrated writing portfolio for professional use. The course is organized as an ongoing process of peer review supervised by the faculty. The aim is to create a collective setting that can help students improve their own writing and hone their critical skills through constructive engagement with others’ work. This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.
GRADUATE CERTIFICATE IN GENDER AND SEXUALITY STUDIES

The Graduate Certificate in Gender and Sexuality Studies (GSS) is a university-wide program that brings together faculty and courses from across The New School to address gender and sexuality from many disciplinary perspectives.

The certificate is designed to foster intellectual collaboration on issues of gender and sexuality amongst students and faculty representing a variety of disciplines. It is open to both New School students enrolled in graduate degree programs and students from outside the university.

Students can enroll in the certificate program while pursuing a graduate degree at The New School, or enroll directly into the program on a full- or part-time basis. GSS students can choose courses from a range of disciplines that include:

Anthropology
Economics
International Affairs
Philosophy
Politics
Psychology
Sociology
Media Studies
Creative Writing
Fashion Studies
Visual Studies
Art and Design History

The program prepares its students to recognize and respond to gender-based claims of injustice such as the following: What is gender? How is sexuality culturally constructed? How do attitudes toward gender affect individual experience, artifact design, artistic production, and modes of social organization? What does social justice looks like in a gendered (or post-gendered) world?

Curriculum

The certificate is a 12-credit program. The requirements are as follows:

- Successfully complete the core required course, Gender and Its Discontents.
- Successfully complete three electives that you select from a list of designated courses.
- Up to two of these electives may come from your home department or program.
- At least one elective must come from another department or division at The New School.
- No more than nine credits can count toward both your degree and the certificate.

Faculty

The graduate certificate in Gender and Sexuality Studies draws on the research interests and expertise of faculty from divisions across the university.

Co-Directors

Margot Bouman
Assistant Professor of Visual Culture
PhD, Visual and Cultural Studies, University of Rochester

Lisa Rubin
Associate Professor of Psychology
PhD, Clinical Psychology, Arizona State University

Steering Committee

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

Hazel Clark
Professor of Design Studies and Fashion Studies
PhD, History of Design, University of Brighton, England

Alice Crary
Professor of Philosophy
PhD, Philosophy, University of Pittsburgh

Miriam Ticktin
Associate Professor of Anthropology
PhD, Anthropology, Stanford University and Ecole des Hautes Etudes en Science Sociales

Affiliated Faculty

Cinzia Arruzza
Associate Professor of Philosophy
PhD, Philosophy, University of Rome Tor Vergata

Laura Auricchio
Professor of Art History
PhD, Art History, Columbia University

Chiara Bottici
Associate Professor of Philosophy
PhD, Political Philosophy, European University Institute

David Brody
Associate Professor of Design Studies
PhD, American Studies, Boston University

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

Katayoun Chamany
Chair of Interdisciplinary Science; Project Shepherd and Director of University Science Labs
PhD, Molecular and Cell Biology, University of California at Berkeley

Marilyn Cohen
Part-time Faculty
PhD, Art History, Institute of Fine Arts, New York University
Tracy Ehrlich
Part-time Faculty
PhD, Art History, Columbia University

Jennifer Firestone
Assistant Professor of Literary Studies
MFA, Creative Writing, San Francisco State University

Nancy Fraser
Henry A. and Louise Loeb Professor of Philosophy and Politics
PhD, Philosophy, City University of New York

Andrea Geyer
Associate Professor of New Genres
Diploma Fine Arts, Academy of Fine Arts, Braunschweig, Germany.

Teresa Ghilarducci
Bernard L. and Irene Schwartz Chair in Economic Policy Analysis and Director of the Schwartz Center for Economic Policy Analysis (SCEPA)
PhD, Economics, University of California, Berkeley

Terri Gordon
Program Director, Gender Studies
PhD, Comparative Literature, Columbia University

Francesca Granata
Assistant Professor, Fashion Studies
PhD, Art and Design History, Central Saint Martins School of Art and Design

Sara Lichtman
Assistant Professor of Design History
PhD, Design History, Bard College

Rachel G. Lifter
Part-Time Assistant Professor, Fashion Studies
PhD, London College of Fashion, University of the Arts, London

Lily Ling
Professor of International Affairs
PhD, Political Science, Massachusetts Institute of Technology

Laura Y Liu
Associated Professor of Urban Studies
PhD, Geography, Rutgers University

Brian McGrath
Professor of Urban Design, Constructed Environments
M.Arch., Princeton University

Ricardo Montez
Assistant Professor of Performance Studies
PhD, Performance Studies, New York University

Christina Moon
Assistant Professor of Fashion Studies
PhD, Anthropology, Yale University

Elizabeth Morano
Part-time Faculty
MA, Visual Culture: Costume, New York University

Jeanine Oleson
Assistant Professor of Photography
MFA, School of the Art Institute of Chicago

Veronica Paredes
Part-time Lecturer
PhD Candidate, Media Arts and Practice, University of Southern California

Dominic Pettman
Professor of Culture and Media, Chair of the Committee on Liberal Studies
PhD, English and Cultural Studies, University of Melbourne

Claire Potter
Professor of History
PhD, History, New York University

Raul Rubio
Associate Professor of Hispanic Studies, Chair of Foreign Languages
Doctorate Latin American Literature and Cultural Studies, Tulane University

Mary M. Serra
Part Time Assistant Professor
MA, Cinema Studies, New York University

Rachel Sherman
Associate Professor of Sociology
PhD, Sociology, University of California at Berkeley

Ann Snitow
Senior Lecturer in Liberal Studies & Associate Professor of Literature
PhD, Literature, University College London

Gina Walker
Professor of Women’s Studies
PhD, 18th Century Literature, New York University

Maxine Weisgrau
Part-time Assistant Professor, International Affairs
PhD, Anthropology, Columbia University

Mia White
Assistant Professor of Environmental Studies
ACADEMIC POLICIES & PROCEDURES

The New School for Social Research is a graduate research institution offering programs of study leading to four degrees: master of arts, master of science, master of philosophy, and doctor of philosophy. The division currently offers master’s and doctoral programs in the fields of anthropology, creative publishing and critical journalism, economics, philosophy, politics, psychology, and sociology, and interdisciplinary master’s programs in historical studies and liberal studies. The division also offers a non-credit certificate in Harm Reduction Psychotherapy and a Graduate Certificate in Gender and Sexuality Studies.

Degree candidates must satisfy the requirements established by both the NSSR and by the department of the student’s major field of study. See the departmental sections of this catalog and departmental handbooks for information about individual program requirements. It is every student’s responsibility to know and complete all the requirements to earn a degree.

Any student who fails to make satisfactory progress, whose cumulative GPA falls below 3.0, or who engages in academic dishonesty may be dismissed (see Academic Progress and Standards of Conduct in this catalog for definitions). A student who has satisfied all the requirements for a degree will be identified by advising as “ready to graduate” by the next date specified in the academic calendar.

CATALOG YEAR

All degree students are subject to requirements based on a particular catalog, referred to as the student’s “catalog year.” The catalog year is the set of degree requirements in effect at the time of the student’s admission except where noted below.

Continuing students who are newly admitted to the BA/BFA program will be advised of their Parsons or College of Performing Arts, and Lang Catalog years by their academic advisor.

Students who do not maintain continuous enrollment will be required to complete the courses and credits corresponding to their year-level cohort upon returning to their programs. This may result in a change of the catalog year for the student.

Any interruption to a student’s initial course of study (such as a change of major, change of degree, or Leave of Absence) or a failure to progress/enroll may result in a change of catalog year. Students will be advised of any implications during change of major, readmission and exit processes.

CURRICULAR CHANGES

In the case that the university changes the required curriculum for a program, students currently enrolled in the altered program will be required to complete the new requirements going forward from the level to which they have already progressed. They are not required to take courses or meet other requirements below the level to which they have progressed.

CALCULATING CREDIT HOURS

In seminars and lectures, including those paired with discussion sections, one semester hour of credit equals one hour of class instruction and at least two hours of work outside of class, each week, for 15 weeks for each credit awarded. Courses where additional learning occurs outside of the classroom can meet for a reduce amount of class time if approved by the Dean’s office, Provost Office and appropriate accreditation agencies. Regardless of number of credits awarded, or length of time, each course must meet a minimum educational envelope of 45 hours for each credit awarded.

In studios, one semester hour of credit is equivalent to one, one and one-half, or two hours of class instruction as is appropriate to the course. Required hours outside of class are established in proportion to hours of class instruction; for example, a 6-hour, 3-credit studio has a 3-hour out-of-class requirement, whereas a 3-hour, 3-credit studio has a 6-hour out-of-class requirement. In all cases, there must be a 3-hour envelope per week for each semester hour of credit.

Courses that do not carry credit are lectures for which there are co-required, credit-bearing workshop, recitation or discussion courses. Independent studies and internships vary in credit; this is determined on a case-by-case basis in consultation with the faculty and program leadership overseeing the student’s work.

DEGREEWORKS

DegreeWorks is an online tool that enables students to see which degree requirements have been completed and which remain to be done. Access to DegreeWorks is through the Student tab in my.newschool.edu.

ACADEMIC RESPONSIBILITY

All students are expected to take an active role in their own education. They are responsible for promoting, protecting, and upholding the highest standards of academic integrity and honesty. Students are required to learn the procedures specific to their disciplines for correctly and appropriately differentiating original work from quoted, incorporated, or emulated sources.

Additionally, all students are responsible for keeping track of their progress in particular courses. Students should familiarize themselves with course requirements by reading syllabi and by attending to oral and written instructions for assignments throughout the semester. Students are responsible for knowing and complying with the attendance policy of each instructor. If students have questions about course requirements, assignments, examinations, attendance records, progress, or grades, they should ask instructors for clarification.

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 Registrar’s Office. This can be done online at MyNewSchool. Transcripts are not issued for students with outstanding debts to the university. For additional information visit: www.newschool.edu/registrar/transcripts.

CHANGE OF PROGRAM

Though every effort will be made to apply previously earned credit, students should not assume that the credits earned or approved for transfer in one program will be applicable to another. Because many programs have structured and professionally oriented curriculum, program course offerings and requirements may not overlap. Moreover, it is not always possible to change programs in the middle of the year. Therefore, any change in program may necessitate summer study and/or additional time in school.

CHANGES OF DEPARTMENT

Applications for changing a major field of study within the same degree program must be submitted to the Registrar’s Office. Forms, available in the Office of Academic Affairs, require written consent of the chair of the new department involved and Academic Affairs. The courses applicable toward the new program are determined at that time.

CHANGES OF STATUS

Applications for a change of status for students from an MA to an MS program, or to change from PhDS to PhDC status within the same department must fill out a petition. Petitions are available in the Office of Academic Affairs. For students who wish to change status from MA to PhD, an application is required. See Department sections in the catalog for more details. If they receive formal acceptance into the PhD, the student’s status will be changed to PhD in the following semester.

International students need to notify International Student and Scholar Services when a change of status has been approved by their academic program chair.

COURSE LEVELS AND REGISTRATION

The following are general guidelines about course numbering. Individual departments may vary. Contact the advisor in the course department to check on the level of the course before you register.

Courses numbered 5000–5899 are master’s-level courses.

These are generally open to undergraduates at the junior or senior level with a standard cap of five undergraduates in any course; the course instructor has the prerogative to raise or lower the cap. A limited number of 5000–5899 courses are cross-listed with other graduate colleges. A roster of cross-listed courses is available in each department’s student advisor’s office during the registration period.

Courses numbered 6000–6899 are advanced master’s-level and doctoral-level courses.

These are open to undergraduates only by special permission from the undergraduate student’s advisor and the faculty member teaching the course. There is a standard cap of five undergraduates in any course approved for undergraduates; the instructor has the prerogative to raise or lower the cap. The courses are generally open to graduate students from other New School divisions, such as students of Media Studies, International Affairs, and Public and Urban Policy. A 6000-level course may occasionally be cross-listed with another division with the agreement of the NSSR department chair; a roster of cross-listed courses is available in each department’s student advisor’s office during the registration period.

Courses numbered 7000–7899 are open only to doctoral candidates.

Special courses and practica are numbered 5900–5999, 6900–6999, and 7900–7999.

Special permission is always required for these.

Open to Majors/Open to non-Majors designations indicate the following:

Courses not considered core for the MA or PhD degree are open to non-majors with restrictions. These courses generally accommodate students from outside the major and division. Core courses for the MA and PhD, as well as classes that are open only to students in the department, are coded as open to majors only.

Bachelor’s-Masters Students

Undergraduates in bachelor’s/master’s combined programs can take 5000- and 6000-level courses subject to enrollment cap restrictions, and, in some cases, instructor permission. Bachelor’s/master’s students can obtain information about available courses from the departmental student advisors at The New School for Social Research. However, they register for these courses through their respective home divisions according to that division’s registration procedures.

For more information: http://www.newschool.edu/bama

ACADEMIC ADVISING

A clear understanding of the academic program and close contact with the faculty inside and outside the classroom are essential for successful graduate study. At The New School for Social Research, academic advising takes place in many formal and informal ways, including published information, group orientations, individual appointments, informal conversations, student conferences, workshops, and seminars. Faculty advisors are academic mentors, and are complemented by a peer advising system of part-time, departmental student advisors. Student advisors are advanced students who assist students in the same degree program in planning their programs of study. They offer advice about courses and
program requirements, pass on useful information about the department and the university, act as liaisons between students and faculty, participate in orientation activities, and approve all registrations. All students are expected to consult with their faculty and student advisor at least once each semester. For a directory of student advisors see here: http://www.newschool.edu/nssr/student-advisors/

Biannual Academic Review

Regular review of a graduate student’s progress toward a degree is important. At The New School for Social Research, academic review is conducted biannually before each semester’s registration period (in March and October). The review is an opportunity for direct communication about the quality of the student’s performance and the student’s degree of satisfaction with the school and the program. The outcome of the academic review will determine a student’s eligibility to continue in his or her program of study. The New School for Social Research warns students whose academic performance or progress is deemed unsatisfactory and may place a student on probation (see Academic Standing and Progress in this catalog). Academic Standing

Undergraduate students should reference the academic standing policies in their home division’s catalog.

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 cumulative GPA for two consecutive semesters will be subject to dismissal. Students who earn a 2.0 or below term GPA after their first semester are also subject to dismissal upon review by the department and academic affairs.

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. Finally, students who have exceeded the time to degree will be placed on probation and given a timeline for completion. Failure to follow the timeline could result in dismissal from the program. Students are additionally responsible for meeting department/program academic requirements in order to remain in good academic standing in their program.

TRANSFER OF CREDITS

The New School awards credit points for graduate courses taken at other institutions based on an evaluation by the New School department. Course titles and grades are not transferred. Only credits are transferred. A student who wishes to use a transferred course to waive a specific area of study requirement, should consult with the program chair or director and provide a course syllabus for review.

Any course submitted for transfer credit must have been taken during the ten-year period directly preceding matriculation at The New School for Social Research with a grade of 3.0 (B) or better awarded. The form for transferring credit can be obtained from the Office of Academic Affairs or a student’s department. Students who wish to share credits between a master’s program at The New School for Social Research and another master’s program at The New School should discuss their plans with an advisor in the Office of Academic Affairs. (Exception: BA/MA students—see Bachelor’s/Master’s Options.)

The Registrar’s Office will post approved transfer credit to the student’s transcript. Students can review their approved transfer credits and correlation to degree requirements in DegreeWorks, the online degree audit tools accessible through MyNewSchool.

Masters Programs: At least 27 of the credits required for a master’s degree must be earned in residence. Not more than three (3) credits earned at another university can be accepted for transfer.

PhD Programs: Credits for graduate courses completed at other institutions may be transferable up to a maximum of 30 credits at the discretion of the department.

Individual departments may have slightly different rules, possibly more restrictive, regarding transfer credit, but the ten-year rule applies to all.

Academic Petitions

Student petitions regarding transfer credits, change of status, change of departments, extension of time to complete degree requirements, re-enrollment, extension of time on incompleted, are coordinated through Academic Affairs.

INTER-UNIVERSITY DOCTORAL CONSORTIUM

The New School is a member of a graduate-level course consortium with the arts and sciences divisions of Columbia University (including Teachers College), CUNY Graduate Center, Fordham University, New York University, Princeton University, Rutgers University at New Brunswick, and Stony Brook University. Students in approved doctoral programs at these institutions are permitted to take courses relevant to their areas of study at any other participating institution. The student should be in a PhD track and the courses must be unavailable at the student’s home institution. For New School students, registration requires approval of the student’s academic advisor, the dean (or designated representative) of the student’s school, the course instructor, and the dean (or designated representative) of the host institution. At The New School for Social Research, the dean has designated the Office of Academic Affairs to approve consortium arrangements. MA students must obtain prior approval from the coordinator for student advising; first-year MA students are not allowed to participate. Summer courses are not available through this agreement. Students cross-registered in the inter-university consortium may use the libraries of a host institution while enrolled in any of its courses. For more information: http://www.newschool.edu/nssr/inter-university-doctoral-consortium/
EXCHANGE AND OVERSEAS STUDY PROGRAMS

Exchange programs enable students from partner institutions to study at The New School for one year and New School students to study overseas for one or two semesters or for summer language study. The New School for Social Research maintains exchanges with Humboldt University in Berlin, Goethe University in Frankfurt, the University of Bremen, and the Technical University of Dresden. Small scholarships are available for students who are approved for these programs. Advanced doctoral students with teaching experience may be invited to teach at an exchange university while conducting their dissertation research.

In addition, New School students frequently travel overseas for summer language programs and field research, and during the year for research and study at other universities. Students also may participate in the summer and winter sessions in Wroclaw, Poland, and Johannesburg, South Africa, coordinated by the Transregional Center for Democratic Studies.

DEGREE COMPLETION TERM LIMITS AND EXTENSIONS OF TIME

Students must complete degree requirements within 5 years for the master’s degree and 10 years for the PhD at The New School for Social Research. The time limit for the PhD includes completion of requirements for the master’s degree. Students who have exceeded these limits are not permitted to register unless an extension of time is obtained. 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 not be permitted to continue in the program and may be subject to dismissal.

Departments also review student academic progress prior to official time to degree limits. They may warn and probate students prior to the time limits when department academic standards are not met.

Students requiring additional time for completion of the master’s degree may petition before the end of their fifth year for a one-semester extension. Students who fail to complete the master’s during this extension of time will be subject to dismissal.

Students requiring additional time for completion of the PhD may petition before the end of their tenth year for a one-year extension of time. Their department chair, with the approval of the assistant dean, may grant them this one-year extension for continued study. Students unable to complete all PhD requirements during the 11th year may petition for a final one-year extension. During the 12th year of study, however, students will be placed on probation and may not be eligible for equivalency credits. If unable to complete all requirements toward the PhD by the end of the 12th year, a student can be subject to dismissal.

Any dismissals may be appealed to The New School for Social Research Student Academic Affairs Committee for review.

Processing of petitions typically requires two months, so students are urged to anticipate their needs in order to avoid registration delays. Extensions are reviewed during the academic review conducted each semester to assess student progress. For more information, see the sections in this catalog on “Academic Advising,” “Equivalency Status,” and “Leave of Absence.”

Exception for clinical psychology: Due to the academic deadlines for completion of the PhD in Clinical Psychology, students in the psychology research track who have been accepted to the clinical PhD program must complete the master’s thesis, the final requirement for MA conferral, by the end of their first year in the doctoral program and may receive warnings based on that more stringent deadline. The 10-year limit applies to the clinical psychology PhD, but, based on departmental internal deadlines and in order for the program to meet APA guidelines, students in that program may be subject to warnings and probation prior to approaching the ten-year limit.

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.

Maintaining Status

Matriculated students are required to register every fall and spring semester until they have met all degree requirements and filed a petition to graduate. Students at The New School for Social Research who have completed their required courses or are unable to register for courses in a semester for some other compelling reason or who wish to only audit courses can remain matriculated by registering for Maintenance of Status, or else they should apply for a leave of absence. Registration to maintain status requires approval of the student’s academic advisor and must be completed during the regular registration period, and the student must have been
registered in the previous semester. Late registration policies and penalties apply.

Note: Maintenance of matriculation status does not establish full- or part-time enrollment status, which is especially important for international students and recipients of Title IV funds. See Equivalency below and the definition of Full-Time and Half-Time Status in this catalog for more information.

Most graduate students maintaining status also register for equivalency credits based on the type of work they are undertaking while maintaining status (writing a thesis, studying a foreign language, or preparing for a comprehensive examination, etc.). These students must submit the Equivalency Verification Form when they register. The form can be downloaded from the registration website and is also available in department offices.

Maintenance of Status and Graduation
The maintenance of status requirement can be waived if a student completes (i.e., submits all materials and receives all required faculty approvals) all degree requirements by the last day to drop a course for the semester. In order to qualify, the student must have been registered in the previous semester. Students who wish to waive maintenance of status should contact the Office of Academic Affairs.

Note: A student not taking courses is not registered and has no enrollment status once the maintenance of status requirement is waived. At that point, student loans will go into repayment in accordance with the lender’s grace period. An international student may be in violation of visa status for that semester.

International students should consult with International Student and Scholar Services before petitioning for a waiver of the maintenance of status requirement.

Equivalency Credit
Students who are not taking a full-time course load but are working full-time on other requirements for their degree can register for equivalency credits. Equivalency credit is granted for specific activities approved by the student’s academic program. The student registers for equivalency as for a course, and normal registration policies and deadlines apply. There is no tuition charge for equivalency credits nor are they counted toward credit requirements for a degree.

International students on F-1 or J-1 visas are required by law to be registered for at least nine credits per semester, unless their exchange program specifies different enrollment criteria (consult with the International Student and Scholar Services about exceptions). International students who have completed all coursework must register for equivalency in order to maintain their visas.

Students who register for equivalency must also register for either regular courses or to maintain status except in the summer term. For more information, consult with a student or faculty advisor. Students who have reached the designated time limit for completion of their degrees and been granted an extension of time will not be given equivalency credit except in special circumstances determined on a case-by-case basis.

Leave of Absence and Withdrawal
Students wishing to withdraw or take a leave of absence from the University must submit a request in MyNewSchool in the Academics Tab, under Registration. Students should consult with their advisor before submitting their request and to review the Academic Calendar for any relevant policy deadlines.

Compulsory Withdrawal
The New School for Social Research reserves the right to require a student to withdraw from study for reasons of academic performance or personal behavior. Departments may also withdraw students administratively if they are no longer active in the program. Academic reviews, conducted twice yearly to assess student progress, may provide the basis for department decisions to withdraw students for the reasons above. When withdrawal is required, the student will receive a tuition refund, if applicable, in accordance with registration regulations and university refund policy.

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

Dismissal and Degree Conferral
Students dismissed for academic misconduct are not eligible for degree conferral.

Academic Dismissal Appeals
A student who receives notice of dismissal may petition the Office of Academic Affairs to reverse the decision by filing a formal appeal. The appeal must be presented in writing, with supporting documentation, within two weeks of receiving the dismissal notice.

Appeals must contain the following information:
• The student's explanation for poor performance and/or failure to complete required coursework.
• A description of the student's plans to improve academic performance and/or to complete outstanding work.
• Any other relevant information pertaining to the student's academic accomplishments or potential.

Students can expect to hear the results of an appeal within two to four weeks of submission. The decision of the dean's office is final.

Reenrollment
Students who have failed to register for one, two, or three semesters may petition through Academic Affairs to reenroll in order to continue their studies.*

Students must attach to their petition a plan to complete their degree. If approved by the respective department or committee and Student Academic Affairs, they will be allowed to continue their studies after paying the equivalent of the
maintenance-of-status fees for the semesters in which they were not registered. In addition, students must pay tuition or maintenance-of-status fees, plus all other fees charged to matriculated degree students for the current semester. The reenrollment process must be completed by the last day to add a class; students will not be allowed to reenroll after the last day to add classes.

Students not currently enrolled but who have completed all requirements for the degree should contact the assistant dean of Academic Affairs regarding procedures for graduation and degree conferral.

*Students who have not registered for four or more semesters, or who wish to return to the university after taking a leave or withdrawing, must apply for readmission. See the section on “Readmission” in this catalog for more information.

**ACADEMIC GRIEVANCES**

Any student or faculty member may submit an academic grievance to The New School for Social Research by following this procedure.

The student or faculty member submits written statement of grievance to the academic staff member most directly concerned with the subject of the grievance—for example, a course instructor, a program director, or a departmental chair.

If the party with the grievance is not satisfied with the response to this statement, he or she may appeal in writing to the Assistant Dean of Academic Affairs, who will attempt to mediate the issue to the satisfaction of all parties.

If the grievance remains unresolved, the assistant dean will forward the student’s written appeal to Committee on Student Academic Affairs (CSAA) for review. To ensure a fair deliberation for all parties, the CSAA will always include student and faculty representation.

The committee will make a recommendation to the dean. The dean’s decision is final. The assistant dean of academic affairs will communicate the final decision in writing to all parties involved in the grievance.

**ATTENDANCE GUIDELINES**

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 (or for an online class, 7 days or more of not logging into the class).

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

**Religious Absences/Equivalent Opportunity**

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

**GRADUATION REQUIREMENTS**

Students must complete at least 120 credits for graduation, including 30 credits of upper-level courses. Students must complete a minimum of 40 credits in the major field of study, including at least 24 credits at the 300-level or above. Students must maintain a minimum GPA of 2.0 in all courses taken toward graduation.

**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.

A = 4.0  B+ = 3.3  B- = 2.7  C = 2.0

A- = 3.7  B = 3.0  C+ = 2.3

A Work of exceptional quality, which often goes beyond the stated goals of the course

B+ Work of very high quality

B Very good work that satisfies the goals of the course

B- Average work

Satisfactory completion of a course is considered to be a grade of B or higher

C+ Insufficient for graduate level work below good academic standing

D (Only for undergraduate)

F Failure

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

W = Withdrawal

Z = Unofficial Withdrawal

I = Temporary incomplete

N = Permanent incomplete

P = Pass (credits count toward degree)

U = Unsatisfactory (credits do not count toward degree)

GM = Grade not reported

**Grade of W**

The grade of W may be issued by the Registrar’s Office to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript.
Grade of Z
The grade of Z may be assigned by instructors to a student who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an “F,” which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade.

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 “F” by the Registrar’s Office.

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” by the Registrar’s Office. The grade of “N” does not affect GPA but does indicate a permanent incomplete.

In unusual circumstances, a PhD student (only) may obtain a six-month extension of the time limit to make up an incomplete. Petition forms are available in Office of Academic Affairs. Extensions require the signed agreement of the instructor, the department chair, and the assistant dean of academic affairs. In no case will a grade of “I” be maintained in the record for more than two years. Doctoral students who need more information about the policy regarding grades of Incomplete should consult with the assistant dean of academic affairs.

Students who need to attend a class in order to make up an incomplete must obtain the instructor’s approval to attend and must register to audit the course.

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.

Grades received for internal transfer courses are included in the cumulative GPA:

- Courses taken by non-degree students who are subsequently matriculated in a degree program
- Courses taken by students in bachelor’s/master’s students that were designated for credit toward the master’s degree at the time of enrollment
- Courses taken in one division of the university that are approved for transfer credit by another division.
- Grades received for Inter-University Consortium courses are included in cumulative GPA.
- Credits transferred for courses taken at another university do not affect cumulative GPA; only credit points are transferred, not grades.

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) unless the degree has been conferred. After that time has elapsed, or if a degree has been conferred, 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 can petition for an academic grade by following the procedure outlined below within 60 days after the grade was posted or within 30 days if the student has petitioned to graduate. 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). The department chair should assist in resolving the dispute.
- If the chair concurs with the instructor and the student is still not satisfied, the student may appeal in writing (including copies of previous communications) to the dean’s designee. This designee will convene a committee to review all communications, clarify the issues of disagreement, and make a recommendation to the dean of the division. To ensure a fair deliberation for all parties, the committee will always include student and faculty representation.
- The dean’s decision is final.

Retaking a Course
With approval, graduate students with a grade of B- or below and undergraduate students with a grade of F or Z 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. Students can retake a maximum of three courses.

**Repeating Courses & Impact on Financial Aid**
The New School’s academic policies permit students to repeat up to three classes with divisional approval if the student earned less than a B- in those classes. The Office of Financial Aid does not award federal financial assistance to students repeating courses in order to attempt to earn a higher grade. Courses repeated due to an earlier failing grade are eligible for federal student aid if the course is a requirement for the student’s degree program.

**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.

Students can track their progress towards degree requirements in DegreeWorks, the university’s online degree audit tool, which is accessible through MyNewSchool.

**Degree Conferral and Issuing of Diplomas**
The New School confers degrees in January, May and August. 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 “official mailing address” approximately 8 weeks later. Diplomas are not issued to students with outstanding debts to the university.

**The Commencement Ceremony**
The graduation ceremony for all 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 university May ceremony must purchase graduation attire from the university supplier. Graduation regalia is not required for the NSSR recognition ceremony. Visit the university’s commencement page for more information.
REGISTRATION

The Registrar’s Office facilitates registration for classes and tuition and fee charges.

Schedule Changes, Section Balancing, and Class Cancellations

The University reserves the right to revise students’ schedules after registration to assure that all students are enrolled in the appropriate courses needed for their major or to insure that sections are optimally balanced. The University cannot guarantee students their preferred instructor or class schedule.

Occasionally, due to changes in enrollment or faculty conflicts, the university must cancel courses after registration. Students will be notified of cancellations and referred to alternatives.

Registration Procedures

New students should visit the New Students page www.newschool.edu/student-services/newstudents for registration information prior to arrival on campus. Continuing students should refer to the Registration Information website (www.newschool.edu/registrar/registration-information/) each semester for detailed registration instructions, as well as relevant policy information.

All students should note the following:

- Registration dates are posted by the Registrar’s Office. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing students register in April for the following fall term and in November for the following spring term.

- Students who register for a course that do not meet the minimum prerequisites without the appropriate advisor’s approval may be asked to drop the course and may be administratively withdrawn from the course.

- Student Financial Services invoices continuing degree students for tuition and fees several weeks before the start of each semester. Students should verify the accuracy of their registration and charging information.

- New students registering prior to their first-semester classes are sent an invoice prior to their arrival on campus. Payment is due prior to the first day of classes.

- Registration is not complete until payment or payment arrangements have been made.

- Students who fail to register or fail to make payment by the published deadlines (see below) will incur late fees. Deadlines for completing registration cannot be extended because of delays in clearing registration holds (see below).

Registration Holds

Holds may be imposed for a variety of reasons typically including advising, non-verification of legally required vaccination, or financial obligation. In the event that a student fails to satisfy requirements for documentation or payment, the appropriate university office will place a hold preventing future registration until the requirement has been satisfied. Students should check MyNewSchool at least two weeks prior to registration to see if any holds have been placed on their accounts. If any hold has been placed, MyNewSchool will indicate the type of hold and the office to contact to resolve the hold. Registration deadlines will not be extended because of delays in clearing holds, and students will be liable for any applicable late fees.

Full-Time and Half-Time Status

For undergraduate degree students, full-time status is defined as enrollment in a minimum of 12 credits per semester. Half-time status is defined as enrollment in a minimum of 6 credits per semester.

For graduate degree students, full-time status is defined as enrollment in a minimum of either 9 or 12 credits per semester, depending on the program. Half-time status is defined as enrollment in a minimum of one-half the credits required for full-time status (4.5 or 6, depending on program).

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.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Full-Time</th>
<th>Half-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BBA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BFA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BS</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>GR Certificate</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>M.Arch</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>M.Arch/MFA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>MA</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MFA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>MS Data Visualization</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MS/Strategic Design</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MS/Design and Urban</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Auditing Courses

In order to audit a course, students should contact their Advisor. Students cannot register to audit courses in
MyNewSchool. Audit fees are listed in the Tuition and Fee Schedule.

Undergraduate students are not permitted to audit courses.

Adding, Dropping, and Withdrawing From Courses

To add, drop, or withdraw from a course, students may complete the transaction through MyNewSchool or in person. Students should review their degree requirements and time status implications before dropping from courses.

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

Deadlines for adding, dropping, and withdrawing from courses are based on the following rules (see the Academic Calendar for exact dates for each semester):

Adding a course: through second week of semester
Dropping a course (deleted from student’s academic transcript): through fifth week of semester
Withdrawal with a grade of W noted on academic transcript (no academic penalty): through twelfth week of semester

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

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

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 drop or withdrawal, a percentage of tuition may be refundable. 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. Also non-refundable are any convenience fees assessed on credit card payments. Housing fees are subject to the terms stated in the housing contract.

University Refund Schedule—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>
</tbody>
</table>

Within first week of semester 100%
Within second week of semester 80%
Within third week of semester 50%
Within fourth week of semester 40%
Within fifth week of semester 20%
After fifth week of semester No refund

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

Student financial aid may be affected if 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 any questions regarding their accounts.

Students receiving federal financial aid who withdraw officially or unofficially from all classes once the semester has begun 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 recalculation may result in the loss of all or some federal loans and federal grants. Students subject to recalculation 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.

Late Registration and Late Payment Fees

This policy 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.

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 on or after the First Day of Classes 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 on or after the First Day of Classes 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 to the University Appeals Committee stating their case and attaching appropriate documentation.
BILLING, PAYMENT, AND REFUND POLICIES

Billing and Payment Information

For registered continuing students, invoices are sent electronically. An email notice is sent to the student’s New School email address (@newschool.edu) when the invoice is ready to view at MyNewSchool. Fall semester invoices are normally posted in early July with payment due August 10. Invoices for the spring semester are posted in early December with a payment due January 10 for continuing students. For new entering students, the deadline is the Friday before classes begin. The invoice takes account of all current financial aid as of the date of the invoice.

Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) balance due (less approved financial aid awards) at the point of registration. Payment for the amount 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.

If it becomes necessary to forward an account to a collection agency, an additional 10 percent penalty will be charged on the remaining account balance.

Electronic Refunds Deposited in Your Bank Account

Student refunds can be deposited directly to a domestic personal savings or checking account. Students can sign up for this service on MyNewSchool. Exceptions: For students who are using a Parent Loan for Undergraduate Students to finance their educational expenses, a paper refund check (if applicable) will be sent to the parent borrower, unless otherwise authorized by the parent borrower. If using a credit card to pay your balance, refunds will be issued back to the card last used to complete this payment. Any convenience fee assessed on the credit card payment is non-refundable, since it is paid to the third party processor.

Monthly Payment Plan

The New School offers a monthly payment plan, which is accessible through MyNewSchool. It enables students and/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 two, 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, Spring, and Summer terms.

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. There is a $55 enrollment fee per semester.

Payment for the fall semester five (5) month plan begins on August 1 and for the fall four (4) month plan on September 1. Payment for the spring semester five (5) month plan begins on January 1 and the spring four (4) month plan on February 1.

Payment Plan Due Dates

Although there is an option for changing the payment due dates on the system, the due date should not be altered. If there are adjustments made to your account within the semester, the plan will automatically recalculate.

Fall Term

Five-month plan begins August 1 and the four-month plan begins September 1, with subsequent payments being made on the first of the month.
Spring Term
Five-month plan begins January 1 and the four-month plan begins February 1, with subsequent payments being made on the first of the month.

Summer Term
Two-month plan begins May 18, with the last payment on June 18.

Important Note: Monthly payment plans are based on per semester charges. Students must re-enroll in the plan each subsequent semester in order to continue using this option.

Deferral of Payment for Employer Reimbursement or Third Party Billing

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

The authorization letter must be provided on official employer/sponsor letterhead. This letter should indicate the current date and include the following: student’s full name, New School ID number (if applicable), the amount to be reimbursed, the academic term for the covered charges, the signers’ address and telephone number, and the specific terms for reimbursement (either contingent on receipt of grades or else billable upon registration). Any portion of charges that the employer has not agreed to pay may not be deferred and must be paid upon registration.

Registered degree students must submit the authorization and the deferral form(s) to Student Accounts by the appropriate payment due date in order to avoid the late payment fee. A non-matriculated (general credit, noncredit, or certificate) student must submit the authorization and deferral form(s) with his or her registration.

Students can mail authorization letters and forms to The New School, Attention: Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003. Alternatively, they can bring their documents in person to the Cashiering Office located at 72 Fifth Avenue, on the fourth floor. Payments may be made online at my.newschool.edu via their checking account or credit card. Registered students can fax a credit card authorization with their deferral form and authorizations letters to Student Accounts at 212.229.8582. If submitting letters and deferral form by email, students must forward all documents to myaccount@newschool.edu.

Payment for all charges is the responsibility of the student. The student is liable for any and all deferred charges that are not paid by the employer/sponsor. Liability is not contingent on receiving passing grades or completing courses. For answers to questions regarding employer reimbursement or third party billing, email myaccount@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/student-financial-services/forms/. The forms are under ‘Other University Financial Services Forms’.)

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 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.

FINANCIAL AID

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

Scholarship and Grant Programs
Federal Pell Grant (undergraduate students only)
Federal Supplemental Educational Opportunity Grant (SEOG) (undergraduate students only)
New York State Tuition Assistance Program (TAP) (undergraduate students only)
New York State Aid for Part-Time Study Program (APTS) (undergraduate students only)
New York State Higher Educational Opportunity Program (HEOP) (undergraduate students only)
New York State Regents Opportunity Scholarship Program
New School and Parsons scholarships

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

Work Programs
Federal Work-Study Program
Other Programs
Federal aid to Native Americans
Veterans’ benefits
Social Security payments to children of deceased/disabled parents

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

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 Regions
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.

Higher Education Opportunity Program (HEOP)
The Higher Education Opportunity Program (HEOP) offers support to residents of New York State whose family incomes meet guidelines established by the State Department of Education and whose college success may not be readily predictable through high school grades and standardized test scores. For more information, email heop@newschool.edu or call at 212.229.8996.

How to Apply
In general, to be eligible for assistance under the programs listed above, students must be matriculated in a degree program and be enrolled at least half-time. To be eligible for federal government assistance, students must not be in default on or owe a refund to any of the federal aid programs.

U.S. citizens and eligible residents: Students interested in applying for any government and institutional financial assistance based on need must complete a Free Application for Federal Student Aid (FAFSA) annually. The New School’s code is 002780. Apply electronically at www.fafsa.gov. Filing 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 need-based scholarship awards and federal aid programs. The expected family contribution (EFC) 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 formula: Student Expense Budget – Available Resources = Need.

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

Tuition, fees, educational expenses, billing, payment, as well as rules and regulations governing aid eligibility can be found at www.newschool.edu/student-financial-services or by contacting Student Financial Services, The New School, 72 Fifth Avenue 2nd floor, New York, NY 10011, 212.229.8930, sfs@newschool.edu

SCHOLARSHIPS
All undergraduate students, including international students, may be eligible for college and institutional scholarships. International students may apply by completing the online International Student Scholarship Application annually. https://docs.google.com/a/newschool.edu/forms/d/1Exgod2d6DcuSDNtDdYiRM77LY-tkuSGK35d4P6Pyk/viewform

Chase Scholars
Parsons first-year applicants with exceptional academic achievement are eligible for this supplemental scholarship award.

University Scholars Program
This need-based program is designed to recruit and retain a diverse student body. Degree students in all academic colleges and programs of The New School are automatically considered as long as they are U.S. citizens or permanent residents and have filed the FAFSA.

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 colleges 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 colleges, acting as receiving agent for applications and other forms, and providing logistical support. For more information, contact International Student Services at 212.984.5327 229.5592 or ISS@newschool.edu.

Additional Information:
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/student-financial-services or by contacting:

Student Financial Services
The New School
72 Fifth Avenue 2nd floor
New York, NY 10011
Phone: 212.229.8930
sfs@newschool.edu

OTHER UNIVERSITY POLICIES

The New School Board of Trustees has adopted a number of policies addressing student rights and responsibilities, some of which are summarized below. Other policies address sexual and discriminatory harassment, use of alcohol and illegal drugs, and disciplinary procedures. Texts of these policies are published on the university website at www.newschool.edu/policies or www.newschool.edu/student-rights-and-responsibilities and are available in the Office of Student Rights and Responsibilities.

ACADEMIC HONESTY AND INTEGRITY

Statement of Purpose: Academic Honesty and Integrity

The New School views “academic honesty and integrity” as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity 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 faculty members and other students). Academic dishonesty results from infractions of this “accurate use”. The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity.

Students are responsible for understanding the University’s policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. Through syllabi, or in assignments, faculty members are responsible for informing students of policies with respect to the limits within which they may collaborate with, or seek help from, others. Individual divisions/programs may require their students to sign an Academic Integrity Statement declaring that they understand and agree to comply with this policy.

The New School recognizes that the different nature of work across the schools of the University may require different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all schools of The New School and institutions of higher education in general. This policy is not intended to interfere with the exercise of academic freedom and artistic expression.

Definitions and Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to:

- cheating on examinations, either by copying another student’s work or by utilizing unauthorized materials
- using work of others as one’s own original work and submitting such work to the university or to scholarly journals, magazines, or similar publications
- submission of another student’s work obtained by theft or purchase as one’s own original work
- submission of work downloaded from paid or unpaid sources on the internet as one’s own original work, or including the information in a submitted work without proper citation
- submitting the same work for more than one course without the knowledge and explicit approval of all of the faculty members involved
- destruction or defacement of the work of others
- aiding or abetting any act of academic dishonesty
- any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents, including documents related to internships
- engaging in other forms of academic misconduct that violate principles of integrity.

Adjudication Procedures

An administrator or faculty member at each of the college/programs of the University is the Dean’s designee with responsibility for administering the University’s
Academic Honesty and Integrity Policy (hereinafter “school designee”). The name of each School Designee is listed on the Provost’s Office website.

The steps below are to be followed in order. If the two parties come to agreement at any of the steps, they do not need to proceed further.

Throughout this policy where correspondence is indicated, but the method is not specified, New School e-mail accounts and/or hard copy, sent through regular mail or hand delivery, may be used and is considered a good faith effort of notification on the part of the University. Each school will follow internal procedures for tracking correspondences with students related to this policy.

All time frames indicated by days refer to business days that do not include when the University’s administrative offices are closed, including weekends and holidays.

Grades awarded under the university’s Academic Integrity and Honesty Policy are not subject to review under this Grade Appeal Policy.

**Step 1: Notification to Student**

A faculty member who suspects that a student has engaged in academic dishonesty will meet with the student. It is expected that the faculty member will contact the student within ten (10) days after the last day of classes for that semester in which the alleged incident occurs. If academic dishonesty is alleged on an examination, paper, or creative work due within the last two weeks of classes, the faculty member should submit an incomplete grade until the student can be properly notified and the matter resolved. If grading a major culminating work (for example, a Senior Exhibit, final course paper, Masters Thesis, or Doctoral Dissertation) which may take longer to evaluate, faculty may request an exception to this deadline through the Dean’s office.

The student must contact the faculty member within ten (10) days of the notification to schedule a meeting with the faculty member. The faculty member is responsible for setting the meeting. This meeting can be in person or via telephone. A student who fails to respond in the time required will be deemed to have waived his/her rights under this policy. If the student does not respond, and the faculty member determines that the infraction is an actionable offense, s/he will inform the student of the instructor’s concern that the student has committed an infraction and include copies of the following: correspondence with the student, syllabi, and course assignments.

In cases where the student is taking a course with a faculty member of a different school, the faculty member’s school designee will inform the student’s School Designee who will then oversee the adjudication process.

**Step 2: Faculty Meeting with Student**

During the meeting with the student, the faculty member will review the allegations with the student and allow the student the opportunity to respond. The student and/or the faculty member may, on a voluntary basis, request the presence of a designated third party from the student’s school or the University’s student ombudsman. A Third Party is appointed within each school for this purpose and can assist in clarifying questions about this policy and its processes, and facilitate communication between the faculty member and the student. The name of each Third Party is listed on the Provost’s Office website and the School Designee can never also serve as a Third Party. If the faculty member and/or the student elect to have a third party present, the requestor is responsible for notifying the other of his/her decision in advance of the meeting.

During this meeting, the student may either accept responsibility for the allegations or dispute them. Regardless, the faculty member will consult with the School Designee and then make one or more of the following determinations:

1. Indicate that the student has not committed an infraction of this policy.
2. Indicate that the student has committed an infraction and impose one of the following sanctions:
   a. require the student to resubmit the assignment; or
   b. give the student a failing grade for that particular assignment; or
   c. give the student a failing grade for the course.
3. Indicate that the student has committed an egregious infraction supporting the recommendation to the Dean that the student be suspended or expelled. Examples of egregious infractions include, but are not limited to: (1) multiple instances of academic dishonesty in a single course, (2) repeated instances of academic dishonesty by a student in different courses, and (3) academic dishonesty related to a major culminating work such as a Senior Exhibit, Masters Thesis or Doctoral Dissertation.

The faculty member will send correspondence as well as syllabi and course assignments to the School Designee with his/her determination.

In the rare and exceptional circumstance where the Step 2 process cannot occur, the instructor or the School’s Designee shall notify the student of the instructor’s concern that the student has engaged in academic dishonesty and that the matter has been referred to the Dean for resolution. In such cases, the student may proceed as set forth in the Appeals Procedures.

**Step 3: Review of Faculty Determination and Possible Imposition of Sanctions by School Designee**

The school designee will review the faculty member’s determination and consult, as needed, with appropriate academic personnel. Based on the faculty member’s determination, the nature of the most recent violation as it relates to past violations, consistency within the division and across the University, and on any other relevant information pertaining to the student’s record at the University, the School Designee may determine that modified sanctions should be imposed on the student that can include, but are not limited to, suspension or expulsion.
Recognizing the importance of the decision for the student, the faculty member and the School Designee will notify the student in writing of the sanction(s) as soon as possible, but not more than twenty (20) days after receipt of the faculty member’s written recommendation. In addition, the School Designee will notify the appropriate offices in the school, the faculty member, the faculty member’s School Designee (if the course at issue is offered through another school), as well as the Office of the Assistant Vice President for Student and Campus Life.

**Appeal Procedures**

If the student is dissatisfied with the outcome of the adjudication procedures, s/he has the right to appeal.

**Student’s Right to Appeal**

The student may appeal the school designee’s decision to the Dean/Director of the School or his/her designee (hereinafter “Dean”). The appeal must be in writing and sent within ten (10) days of the decision letter received by the student. The student may request that the Dean convene a meeting of the existing committee that is responsible for academic standards and standing, or convene such a committee should one not already exist, to review the appeal. No member of this committee will have been part of the appeals process to date. The committee’s recommendation will be made to the Dean, whose decision is final except in cases where the student has been suspended or expelled. Alternately, the student may waive review by a committee and request that the appeal be reviewed exclusively by the Dean or his/her designee, who will not be the School’s Designee.

The student’s appeal must be reviewed within fifteen (15) days of receipt. Note that an appeal to the Dean may result in a stricter penalty than that applied by the School Designee. The student must be notified in writing of the appeal decision within five (5) days of the decision. A copy of the decision must be sent to the faculty member who brought the initial allegations, the Office of the Assistant Vice President for Student and Campus Life, and other offices as appropriate. The Dean’s decision is final, and not subject to further appeal, except in cases where the decision is either to suspend or expel.

**Appeal to the Provost**

A student who has been ordered suspended or expelled from the University because of a violation of this policy may appeal to the Provost or his/her designee (hereinafter “Provost”). The appeal must be made in writing within five (5) days of receipt of the Dean’s decision.

If the Provost decides to consider the appeal, such a review will be limited to: (a) whether the adjudication procedures outlined in this policy were properly followed; and (b) whether the sanction imposed is appropriate given the nature of the violation, and is consistent with sanctions imposed across the University in the past for similar violations. Note that an appeal to the Provost may result in a stricter penalty than that applied by the Dean; i.e. an appeal of a Dean’s decision of suspension could result in the Provost’s decision of expulsion. The Provost will, within ten (10) days of receipt of the request, make a determination. The Provost’s decision is final.

**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.

**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.

STATEMENT OF ETHICAL AND REGULATORY RESPONSIBILITY FOR RESEARCH INVOLVING HUMAN SUBJECTS

In accordance with its Federalwide Assurance (FWA), The New School has established a Human Research Protection Program (HRPP) to ensure affiliated faculty, students, and staff will conduct research with human subjects in accordance with applicable regulations (federal, state, city) and institutional policies. The HRPP Policies and Procedures define the scope and purview of the HRPP, including the Institutional Review Board (IRB). They provide current institutional interpretation for assessing submissions and conducting the review process; as such, they serve as "living documents" that are updated as necessary to ensure institutional compliance and to provide relevant guidance to The New School research community.

Researchers/Investigators of The New School are responsible for upholding the highest standards of ethical and professional conduct of research, including the protection of human subjects. Anyone considering conducting research with human subjects should refer to the HRPP Policies and Procedures to understand: researcher responsibilities, when a project is under the purview of the HRPP, what information is required for review, the HRPP/IRB review process, ongoing requirements of approved projects, and reporting of non-compliance, adverse events, unanticipated problems, and subject complaints.

EXTERNAL FUNDS FROM GRANTS, CONTRACTS, SPONSORED PROJECTS:

While some funders will award a grant directly to a student, many require the university to be listed as the eligible 501(c)(3) grantee or non-profit applicant organization of record. Any funding proposal or award administered by The New School must undergo a review and approval process through several offices at the Dean and Central levels. This process ensures that all relevant parts of the university are fully prepared to administer the award, that the obligations an award places a department or School under are feasible, and that what the university is agreeing to will be fully compliant with all relevant federal regulations, laws, and institutional policies, including research compliance requirements. Questions about requirements, budgeting, or proposal development should first be directed to the student's faculty advisor; then both student and faculty should approach their Dean's Office.

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 2014-2015 academic year, the university reports the “persistence rate” for the year 20132 (i.e., the percentage of all freshmen studying full time in fall 2013 who were still studying full time in the same degree programs in fall 2014). This information can be found under the common data set information on the Institutional Research and Effectiveness website at www.newschool.edu/provost/institutional-research-effectiveness/.

For important information regarding your rights as a student, visit www.newschool.edu/your-right-to-know.

CAMPUS CRIME STATISTICAL REPORT

The Security and Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Anyone wishing to review the University’s current crime statistics may access them through the web site for the Department of Education: 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.

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 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.

Addendum to FERPA Regulations
As of January 3, 2012, U.S. Department of Education FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, and other private information—may be shared without a student’s consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state or local education authorities (“Federal and State Authorities”) may allow access to a student’s records and PII without the student’s consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the educational institution did not request or objects to such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student’s PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without a student’s consent PII from the student’s education records and may track a student’s participation in education and other programs by linking such PII to other personal information about the student that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

Pursuant to federal, state and local laws, The New School does not discriminate on the basis of age, race, color, creed, sex or 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.
In addition, The New School is committed to complying with Title IX of the Education Amendments of 1972 by providing a safe learning and working environment for all students and employees regardless of sex or gender-identity. Title IX states that no individual “shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Title IX also prohibits retaliation against individuals who report sex-based or gender-based discrimination. The New School has adopted policies and procedures to prevent and respond to sex or gender-based discrimination in the form of sexual harassment, sexual assault, or other types of sexual misconduct. These policies and procedures apply to all members of the university community, including students, staff, and faculty. The New School has a designated a Title IX Coordinator to ensure the University’s compliance with and response to inquiries concerning Title IX and to provide resources for victims and community members who have experienced sex or gender-based discrimination.

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 following university officials:

Jennifer Francone
AVP for Student Equity and Access
Title IX Coordinator
72 Fifth Avenue, 4th floor
New York, NY 10011
212.229.5900 x3656
titleixcoordinator@newschool.edu

Jerry Cutler
Chief Human Resources Officer
79 Fifth Avenue, 18th floor
New York, NY 10003
212.229.5671 x4900
cutlerj@newschool.edu

Inquiries regarding the university’s obligations under applicable laws 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, 33 Whitehall Street, 5th Floor, New York, NY 10004. For individuals with hearing impairments, EEOC’s TDD number is 212.741.3080. Persons who want to file a complaint regarding an alleged violation of Title IX should visit the website of the Office of Civil Rights at the U.S. Department of Education’s or call 1.800.421.3481.

USE OF PHOTOGRAPHS BY THE UNIVERSITY

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.

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 must complete and submit an immunization and meningitis documentation form prior to registering for classes. Students who do not submit the form will not be allowed to register.

Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted by the university at www.newschool.edu/health.
COMMUNICATION WITH STUDENTS

MyNewSchool
MyNewSchool is a customizable web portal, located at my.newschool.edu, which connects students to the university and to their student records. 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 viewing of final grades.

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

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

Starfish, the Student Success Network
Starfish, the Student Success Network, or Starfish, improves communication between students and their instructors and advisors, and helps them connect with New School resources such as the University Learning Center, libraries, and health and counseling services.

Starfish, The Student Success Network enables students to:

- Sign up online for appointments with course instructors and advisors who have posted their office hours
- Schedule tutoring sessions at the University Learning Center and with reference librarians
- View support networks for your courses and services
- Connect to resources and services
- Get referrals and other messages from instructors and advisors
- Click on the "Request Help" button to indicate a specific concern or issue

To learn more, visit www.newschool.edu/student-success.

STUDENT SUCCESS

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

- Student Housing and Residential Education
- Student Health and Support Services
- International Student and Scholar Services
- Student Disability Services
- Student Conduct and Community Standards
- Career Services
- Intercultural Support and HEOP
- Student Development and Activities
- Athletics and Recreation

To find out more about resources available to students, visit www.newschool.edu/student-info.

Student Housing and Residential Education
The New School has five main residence halls with space for almost 2,000 undergraduate and graduate students with amenities to suit individual needs and tastes. All residences are fully furnished and staffed by professional residence hall staff and student resident advisors. Most residences offer kitchen access, study rooms, art studios, music practice spaces, and exercise rooms. Through the enthusiasm and creativity of the residence life staff, 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 residences have 24-hour security coverage, and our staff is on call 24/7 and 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. The residence halls are open year round, and summer housing is available.

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. Student Housing and Residential Education will provide a compilation of current listings on request. For more information, visit www.newschool.edu/housing.

All New School students have the opportunity to participate in a meal plan. Review your housing contract or visit www.newschool.edu/student-housing/meal-plans for more information.

Student Health and Support Services
Student Health and Support Services provides counseling and medical services, promotes student wellness and health, and administers the student health insurance plan. The Health Services fee is automatically charged at registration to all degree, diploma, online only, visiting, mobility (study abroad),
The Wellness and Health Promotion program provides a variety of health-related workshops, trainings, classroom presentations, and face-to-face sessions to students in every school. Topics explored include fitness, smoking cessation, nutrition, LGBTQIAGNC wellness, spiritual health, gender-specific health matters, communication skills, relationships, sex positivity and sexual assault prevention, drug and alcohol harm reduction, body positivity, and stress and time management. All programs and services are structured to encourage and help university community members to work toward optimal health and well-being in a non-judgmental and supportive environment. We recognize that health and social justice are inextricably linked and support student work that promotes health in our diverse communities.

For more information, visit www.newschool.edu/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. All eligible students are automatically enrolled at registration.

Waivers: Students may be eligible to decline the insurance plan by submitting an online waiver form at the beginning of 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 www.newschool.edu/health

**Career Services**

Career Services at The New School promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. Services include career advising and assessment; résumé, CV, and cover letter reviews; mock interviews; and internship and job search guidance. Special events including career workshops, panels, fairs, campus interviews, and networking opportunities also take place throughout the year. Visit www.newschool.edu/student-success/student-career-services for contact information and further details.

**International Student and Scholar Services**

International Student and Scholar Services (ISSS) provides expertise and support to international students throughout the U.S. visa application process and advises on the maintenance of legal immigration status, employment, reinstatement, changes of status, program changes, and other immigration-related matters. ISSS also advises incoming students and scholars regarding higher education practices in the U.S. and other cultural adjustment issues and provide international student programs at The New School and with other institutions in New York City and in other countries.

For more information, please visit www.newschool.edu/international-student-services.

**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 self-identify with 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, including how to self-identify, visit www.newschool.edu/student-disability-services.

**University Student Senate**

The University Student Senate (USS) is the official student government of The New School, which is comprised of a representative board of voting members from each of the schools. The USS acts as an intermediary between the student population and the administration to create a cohesive community. For more information and to get involved, visit www.ussnewschool.com

**Intercultural Support and HEOp**

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build community at The New School. OIS offers programs, workshops, services, and individual counseling to support and promote the varying world perspectives at The New School. The staff works closely with recognized student organizations and the Social Justice Committee. The OIS also oversees the functions of the
Student Development and Activities

The Office of Student Development and Activities (OSDA) is dedicated to helping students enhance their leadership skills and explore co-curricular opportunities available at The New School and beyond.

OSDA fosters a sense of community by organizing a diverse array of on- and off-campus student programs, including the annual Welcome Block Party, service projects, performances and theater productions, sporting events, and semi-annual study-break activities. For more information about OSDA, and to sign up for the weekly newsletter, visit www.newschool.edu/student-development-activities.

OSDA also sponsors more than 50 university-recognized student organizations that are open to all New School students and focus on pre-professional and academic interests, intercultural and international themes, political action and advocacy, student programming, social networking, music, art, performance, and religious and spiritual topics. For information about starting a recognized student organization, or for a listing of current organizations, email studentorgs@newschool.edu.

Athletics and Recreation

Athletics and Recreation offers many opportunities for students to become physically active and socially engaged while creating community across the university. Programs and events are offered to students at all levels of experience, ability, knowledge, and interest. We also provide leadership and professional development to our student staff.

We sponsor a variety of activities, programs, and events, including:

- Athletics: basketball, cross country, soccer, and tennis
- Group Fitness: boot camp, capoeira, dance, kickboxing, Pilates, yoga, and Zumba
- Intramurals: basketball, dodgeball, soccer, and volleyball
- Outdoor and Indoor Adventures: archery, backpacking, biking, camping, hiking, horseback riding, ice skating, kayaking, laser tag, professional sporting events, rafting, rock climbing, skiing, snowboarding, trapeze, and zip-lining
- Special Events: charity 5K races, overnight ski/snowboard trips, and self-defense workshops

For more information about current programs and events and to sign up for the weekly newsletter, visit www.narwhalnation.com.

Social Justice Committee

The Provost Office, 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. For a campus map and building hours visit www.newschool.edu/about.

Libraries and Archives

The New School Libraries & Archives consist of four separate locations which provide resources and services for the entire New School community. The libraries offer a variety of seating options, including bookable group workspaces and quiet study areas; computer workstations and printing, scanning and copying services; on-site collections of highly-used materials; and self-checkout kiosks. The archives are open for research visits by appointment.

The collection consists of both digital and physical formats. These items include books and journals, scores, photographs and images, audio-visual materials, and archives and special collections. Our electronic resources are available to students enrolled in both on-campus and distance learning programs. Archives and Special Collections offers a rich array of unique and rare materials, with particular strengths in twentieth-century design practices and the multilayered histories of all divisions of The New School. Materials are discoverable through the library website.

Librarians offer faculty and students assistance with research methodologies and information literacy through: one-on-one appointments, in-class sessions, workshops, a 24-hour virtual reference by e-mail service (Ask Us), online subject or course-related research guides, & designing research assignments. In addition, archivists offer workshops in conducting primary source research and work closely with students to help them discover materials relevant to their interests.

As members of the Research Library Association of South Manhattan and PALCI, most New School patrons also have access to materials and spaces outside of the New School Libraries and Archives.

For more information, please go to our website [library.newschool.edu].
Canvas
The New School uses the Canvas “learning management system.” This online resource is where you will have access to important course information like syllabus, course resources, and announcements.

In Canvas you will find the courses in which you are actively enrolled. Both on-site and online courses use Canvas, though online courses will often utilize it as the virtual classroom.

Log in by visiting my.newschool.edu and selecting Canvas from the menu icon located at the top right of the page. Be sure to do this frequently, and follow your instructor’s guidance on how Canvas will be used in each particular course.

University Learning Center
The University Learning Center (ULC) provides support to New School students in the following areas: undergraduate and graduate writing, ESL services, math and economics, Adobe Creative Suite, computer programming, oral presentations, and time management. Students are served through one-on-one tutoring sessions by trained and experienced tutors. Several academic and skill-building workshops are also offered throughout the semester.

The goal of ULC tutors is to support student development through constructive feedback and technical guidance. Sessions are highly interactive and focus on helping students to clarify their ideas, evaluate their work, and strengthen their skills. For more information, visit newschool.edu/learning-center.

Computing Facilities
Students have access to the latest technology in the labs and work spaces operated by edu Services. For locations of facilities and hours of operation, visit www.newschool.edu/information-technology. Features and services 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
- Black and white, color, and large format printing, including wireless printing, standard and photographic quality.
- Specialty scanners (oversized, slide, film, and drum)

Questions about edu Services, labs, the equipment center, the print output center, and edu Services-supported presentation classrooms should be directed to the edu Services staff by emailing itcentral@newschool.edu or calling 212.229.5300 x4537.

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

IT Central
IT Central is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues. Visit www.newschool.edu/information-technology/help for hours of operation and to create a support or service request ticket.

Location: 72 Fifth Avenue, lower level
Telephone: 212.229.5300 x4357 (xHELP)
Email: itcentral@newschool.edu
## Time to Completion for all students entering the program

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<tbody>
<tr>
<td>N/A</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Total number of students with doctoral degree conferred on transcript</td>
<td>9</td>
<td>16</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>17</td>
<td>23</td>
<td>19</td>
<td>16</td>
<td>12</td>
<td>146</td>
</tr>
<tr>
<td>Mean number of years to complete the program</td>
<td>5.7</td>
<td>5.8</td>
<td>6.25</td>
<td>5.96</td>
<td>5.5</td>
<td>6.1</td>
<td>5.76</td>
<td>5.9</td>
<td>5.2</td>
<td>4.9</td>
<td>5.67</td>
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<tr>
<td>Median number of years to complete the program</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5.5</td>
<td>5</td>
<td>5</td>
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### Time to Degree Ranges

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<tbody>
<tr>
<td>Students in less than 5 years</td>
<td>4</td>
<td>44</td>
<td>4</td>
<td>25</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>15</td>
<td>5</td>
<td>45</td>
<td>1</td>
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<tr>
<td>Students in 5 years</td>
<td>1</td>
<td>11</td>
<td>8</td>
<td>50</td>
<td>3</td>
<td>30</td>
<td>4</td>
<td>31</td>
<td>3</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>Students in 6 years</td>
<td>1</td>
<td>11</td>
<td>2</td>
<td>13</td>
<td>3</td>
<td>30</td>
<td>3</td>
<td>23</td>
<td>1</td>
<td>9</td>
<td>3</td>
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<tr>
<td>Students in 7 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Students in more than 7 years</td>
<td>3</td>
<td>33</td>
<td>2</td>
<td>13</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>9</td>
<td>3</td>
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</table>

## Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

N/A
<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Tuition for full-time students (in-state)</strong></td>
</tr>
<tr>
<td>2017-2018: $37,800 for first year ($2,100 per credit -- 9 credits per term is considered a full course load for students / 18 credits for the year)</td>
</tr>
<tr>
<td><strong>Tuition for full-time students (out-of-state)</strong></td>
</tr>
<tr>
<td>2017-2018: $37,800 for first year ($2,100 per credit -- 9 credits per term is considered a full course load for students / 18 credits for the year)</td>
</tr>
<tr>
<td><strong>Tuition per credit hour for part-time students (if applicable enter amount; if not applicable enter &quot;NA&quot;)</strong></td>
</tr>
<tr>
<td>2017-2018: $37,800 for first year ($2,100 per credit -- 9 credits per term is considered a full course load for students / 18 credits for the year)</td>
</tr>
<tr>
<td><strong>University/institution fees or costs</strong></td>
</tr>
<tr>
<td>$360 for first year (includes $172 University Service fees and $8 Student Senate fee -- both charged per term)</td>
</tr>
</tbody>
</table>

**Additional estimated fees or costs to students (e.g., books, travel, etc.)**

2017-2018: estimated at $7,650 including $2,050 for books and supplies, $460 for transportation, $1,550 for personal expenses, $3,590 for Health Insurance and Health Services fees (Fall 2017: $1,156, Spring 2018: $1,694, and Health Services Fee per Semester: $370). NOTE If applicable: Maintaining Status: $1,320 per term; Auditing: $90 per credit (same auditing fee applies to nonmatriculated students). Graduate students can choose to waive both student Health Insurance and Health Services. If these are waived, costs are estimated at $4,060 not including maintaining status and/or auditing.
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<tbody>
<tr>
<td>Students who obtained APA/CPA-accredited internships</td>
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<tr>
<td>Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)</td>
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<tr>
<td>Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (if applicable)</td>
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<tr>
<td>Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)</td>
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<tr>
<td>Students who obtained other internships that were not APA/CPA-accredited (if applicable)</td>
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## Attrition

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</thead>
<tbody>
<tr>
<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Students whose doctoral degrees were conferred on their transcripts</td>
<td>5</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Students still enrolled in program</td>
<td>10</td>
<td>67</td>
<td>17</td>
<td>100</td>
<td>14</td>
<td>88</td>
<td>15</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Students no longer enrolled for any reason other than conferral of doctoral degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>0</td>
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### Licensure

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2007-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago</td>
<td>118</td>
</tr>
<tr>
<td>The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years</td>
<td>118</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>100%</td>
</tr>
</tbody>
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