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About The New School
About The New School for Social Research
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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

ADMINISTRATION

David E. Van Zandt, President
Tim Marshall, Provost and Chief Academic Officer
Anne Adriance, Chief Marketing Officer
Andy Atzert, Vice President for Distributed and Global Education
Stephanie Browner, Dean, Eugene Lang College of Liberal Arts
Carol S. Cantrell, Senior Vice President for Human Resources and Labor Relations
Lia Gartner, FAIA, LEED AP, Vice President for Design, Construction and Facilities Management
Richard Kessler, Executive Dean, College of Performing Arts; and Dean, Mannes School of Music
Mark Gibbel, Chief Development Officer
William Milberg, Dean, The New School for Social Research
Roy P. Moskowitz, Chief Legal Officer and Secretary of the Corporation
Martin Mueller, Executive Director, School of Jazz
Anand Padmanabhan, Senior Vice President and Chief Information Officer
Pippin Parker, Director, School of Drama
Linda Abrams Reimer, Senior Vice President for Student Services
Michelle Relyea, Vice President for Student Success
Donald Resnick, Chief Enrollment and Success Officer
Bryna Sanger, Deputy Provost and Senior Vice President for Academic Affairs
Tokumbo Shobowale, Chief Operating Officer
Steve Stabile, Vice President for Finance and Business and Treasurer
Joel Towers, Executive Dean, Parsons School of Design
Mary R. Watson, Executive Dean, Schools of Public Engagement

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, Paris, Shanghai, and Mumbai offer over 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
55 West 13th Street, New York, NY 10011 | 212.580.0210
newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.229.5896
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, 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...
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, with partner universities worldwide, or at The New School’s global academic centers in Mumbai and Shanghai.

**Eugene Lang College of Liberal Arts**
www.newschool.edu/lang
65 West 11th Street, New York NY 10011 | 212.229.5665
Eugene Lang College of Liberal Arts, part of The New School in NYC, is where scholarly rigor meets intellectual freedom. This small, progressive liberal arts college is designed for fiercely independent scholars. Students map out their own curriculum. They immerse themselves in primary texts rather than textbooks, attend small seminars rather than large lectures, work closely with faculty, and become part of a community committed to social justice. Lang students ask the big questions, challenge assumptions, and develop their potential by studying disciplines across our entire university.

**Parsons School of Design**
www.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. Recently 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 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, with partner universities worldwide, or at The New School’s global academic centers in Mumbai and Shanghai.

**Schools of Public Engagement**
www.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**
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**
The School of Media Studies’ master’s degree 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 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.

**The New School for Social Research**
www.newschool.edu/socialresearch
16 East 16th Street, New York, NY 10003 | 212.229.5700
In 1933, The New School gave a home to the University in Exile, a refuge for 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.
ABOUT THE NEW SCHOOL FOR SOCIAL RESEARCH

The New School for Social Research is one of seven 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 and 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.

MESSAGE FROM THE DEAN

Welcome to the New School for Social Research, where you come not just to study but also to enter a world that encourages you to challenge academic orthodoxy and ask big questions about society.

The New School for Social Research is a graduate school with a distinctive intellectual tradition that thrives on public debate and cultivates academic rigor. Its small programs nurture close collaboration between students and professors. The New School for Social Research has always had the characteristic of being both intimate and worldly, as evidenced by passionate discussions in courses and corridors; engagement with the political and cultural life of New York City; and by regular participation in popular and academic debates around the world.

Recently we marked the 80th anniversary of the University in Exile, which was the foundation of The New School for Social Research. The University in Exile was founded in 1933 as a home for a small group of distinguished German scholars fleeing Nazism. Their goal was to continue and expand their intellectual projects, to mentor future generations of scholars, and to freely pursue academic research and publication.

The roots of our graduate school can be traced further back, to 1919, with the founding of The New School, a forward-looking institution started by progressive and pragmatist educators who pursued a “new” audience and a “new” model for higher education. Their mission was to offer courses to working people from all walks of life, based on the conviction that public debate was essential to an open society and that learning should not be limited by the traditional boundaries of academia.

Today’s New School for Social Research is a remarkable product of the original New School and the University in Exile. We embrace 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 standard ideas “which have the socially recognized function of protecting us against reality.” Our faculty is united by a sense of the importance of boldly questioning conventional thinking and expanding the boundaries of social thought—from James Miller’s writings on the relation between philosophers’ lives and their ideas and Miriam Ticktin’s scrutiny of humanitarianism in migration policy to Bill Hirst’s investigations of the problems of memory, to mention just a few. Faculty continue to publish important books and to engage in dialogue in popular media. Some brief but notable examples include recent books by Federico Finchelstein (The Ideological Origins of the Dirty War: Fascism, Populism, and Dictatorship in Twentieth Century Argentina, Oxford University Press), Janet Roitman (Anti-Crisis, Duke University Press), and Dmitri Nikulin (Comedy, Seriously: A Philosophical Study, Palgrave Macmillan), and newspaper columns by Simon Critchley (The New York Times) and Teresa Ghilarducci (The Huffington Post).

In 2013, The New School opened the Heilbroner Center for Capitalism Studies. The center will provide a space for faculty and students to investigate capitalism in its historical context and from the perspectives of economics, policy, ethics, culture, media, and the visual arts. Their work will expand our understanding of how capitalism informs political, technological, and creative actions in the modern world. And we launched an online magazine, Public Seminar, featuring theoretically-informed essays on the important issues of our day, by faculty, graduate students and the global New School community (www.publicseminar.org).

As dean of The New School for Social Research, I am honored to lead this great graduate school of social sciences. I am passionate about the intellectual energy and scholarly productivity generated by our faculty and students, our traditions and history as well as our future.

I look forward to you joining our scholarly, productive, and nurturing community at The New School for Social Research.

William Milberg, Dean and Professor of Economics

ADMINISTRATION

William Milberg, Dean and Professor of Economics
Robert Kostrzewa, Vice Dean
Ellen Freeberg, Associate Dean of Faculty Affairs and Curriculum
Tsuya Yee, Assistant Dean of Academic Affairs
Urmila Venkatesh, Assistant Dean of Communications and Program Development
James Dodd, Special Advisor to the Dean
Seth Cohen, Director of Operations
Henry Watkin, Associate Director of Graduate Admissions
Jennifer Macdonald, Associate Director of Graduate Student Success
Kiril Glavev, Assistant Director of Faculty Affairs and Special Events
Noël Appel, Assistant Vice President of Development
Tanya Nguyen, Executive Assistant to the Dean
Katherine Delgado, Joint Academic Coordinator
Aleanna Sonnyal, Executive Secretary
Roberto Montes, Executive Secretary
Abid Khan, Coordinator of Student Advising
Joseph Warren, Operations Manager
BOARD OF GOVERNORS

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Paul Vidich, Vice Chair
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Michael E. Gellert
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Paul B. Marrow, Esq.
Anthony Marx, Ph.D.
David E. McClean
Ilse Melamid
Daniel T. Motulsky
Robert H. Mundheim, Esq.
Robert N. Pollin
Robin Schletter
Bernard L. Schwartz
Malcolm B. Smith
Aso O. Tavitian
Ambassador (ret.) Busso von Alvensleben
Maria-Theresia von Alvensleben

ACCREDITATION

The New School has been regionally accredited by the Middle States Commission on Higher Education (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 Education (NYSED, 89 Washington Avenue, Albany, New York 12234; 518-474-1551). Both NYSED and MSCHE, a federally recognized body, provide assurance to students, parents, and all stakeholders that The New School meets clear quality standards for educational and financial performance. Read more about The New School’s upcoming Middle States reaccreditation review on the Provost’s Web page.

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.

Parsons New School of Design has been accredited by the National Association of Schools of Art and Design (NASAD) since 1966.

The BBA in Design and Management meets NASAD standards for the Bachelor of Arts—four years: Design and Management. It is registered as a Bachelor of Business Administration through the New York State Education Department (NYSED) and is listed as a Bachelor of Business Administration in Design and Management by The New School.

The master’s program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.

The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981.

The master’s program in Urban Policy Analysis and Management has been accredited by the National Association of Schools of Public Affairs and Administration since 1988.
Elaine Abelson, Associate Professor of Historical Studies  
PhD 1986, New York University  

Zed Adams, Associate Professor of Philosophy  
PhD 2008, University of Chicago  

Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory  
PhD 1975, University of Chicago  

Cinzia Arruzza, Assistant Professor of Philosophy  
PhD 2005, University of Rome “Tor Vergata”  

Lopamudra Banerjee, Assistant Professor of Economics  
PhD 2007, University of California at Riverside  

Banu Bargu, Associate Professor of Politics  
PhD 2008, Cornell University  

J.M. Bernstein, University Distinguished Professor of Philosophy  
PhD 1975, University of Edinburgh  

Richard J. Bernstein, Vera List Professor of Philosophy  
PhD 1958, Yale University  

Omri Boehm, Assistant Professor of Philosophy  
PhD 2009, Yale University  

Chiara Bottici, Associate Professor of Philosophy  
PhD 2004, European University Institute, Florence  

Emanuele Castano, Professor of Psychology  
PhD 1999, Catholic University of Louvain  

Benoit Challand, Associate Professor of Sociology  
PhD 2005, European University Institute  

Doris Chang-Kaplan, Associate Professor of Psychology  
PhD 2000, University of California at Los Angeles  

Christopher Christian, Assistant Professor of Psychology and Director of The New School-Beth Israel Center of Clinical Training and Research  
PhD 1996, University of Massachusetts at Amherst  

Alice Crary, Associate Professor of Philosophy  
PhD 1999, University of Pittsburgh  

Simon Critchley, Hans Jonas Professor of Philosophy  
PhD 1988, University of Essex  

Wendy D’Andrea, Assistant Professor of Psychology  
PhD 2008, University of Michigan  

Stefania de Kenessey, Professor of Music  
PhD 1984, Princeton University  

James Dodd, Associate Professor of Philosophy  
PhD 1996, Boston University  

Paulo dos Santos, Assistant Professor of Economics  
PhD 2007, School of Oriental and African Studies  

Abou Farman, Assistant Professor of Anthropology  
PhD 2012, The Graduate Center, CUNY  

Federico Finchelstein, Professor of History  
PhD 2006, Cornell University  

Duncan Foley, Leo Model Professor of Economics  
PhD 1966, Yale University  

Carlos Forment, Associate Professor of Sociology  
PhD 1991, Harvard University  

Oz Frankel, Associate Professor of History  
PhD 1998, University of California at Berkeley  

Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science  
PhD 1980, City University of New York  

Mark Frazier, Professor of Politics  
PhD 1997, University of California at Berkeley  

Laura Frost, Associate Professor of Literary Studies  
PhD 1998, Columbia University  

Theresa Ghilarducci, Irene and Bernard L. Schwartz Professor of Economics and Policy Analysis  
PhD 1984, University of California at Berkeley  

Jeremy Ginges, Associate Professor of Psychology  
PhD 2004, Tel Aviv University  

Jeffrey Goldfarb, Michael E. Gellert Professor of Sociology  
PhD 1976, University of Chicago  

Neil Gordon, Professor of Liberal Studies  
PhD, Yale University  

Orit Halpern, Assistant Professor of History  
PhD 2006, Harvard University  

Victoria Hattam, Professor of Politics  
PhD 1987, Massachusetts Institute of Technology  

Lawrence Hirschfeld, Professor of Anthropology and Psychology  
PhD 1984, Columbia University  

William Hirst, Professor of Psychology  
PhD 1976, Cornell University  

Eiko Ikegami, Walter A. Eberstadt Professor of Sociology  
PhD 1989, Harvard University
Noah Isenberg, Professor of Literary Studies  
PhD 1995, University of California at Berkeley

Aaron Jakes, Assistant Professor of History  
PhD 2014, New York University
Andreas Kalyvas, Associate Professor of Politics  
PhD 2001, Columbia University

Elizabeth Kendall, Associate Professor of Literary Studies  
MAT 1971, Harvard Graduate School of Education

Paul Kottman, Associate Professor of Comparative Literature  
PhD 2000, University of California at Berkeley

Nicolas Langlitz, Associate Professor of Anthropology  
PhD 2007, University of California, Berkeley and San Francisco

Benjamin Lee, Professor of Anthropology and Philosophy  
PhD 1986, University of Chicago

Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology  
PhD 1966, Yeshiva University

Elzbieta Matynia, Professor of Liberal Studies and Sociology  
PhD 1979, University of Warsaw

Anne McNevin, Associate Professor of Politics  
PhD 2006, Australian National University

Inessa Medzhivovskaya, Associate Professor of Literature  
PhD 2001, Princeton University

William Milberg, Professor of Economics and Dean of The New School for Social Research  
PhD 1987, Rutgers University

James Miller, Professor of Politics and Liberal Studies  
PhD 1975, Brandeis University

Joan Miller, Professor of Psychology  
PhD 1985, University of Chicago

Virag Molnar, Associate Professor of Sociology  
PhD 2005, Princeton University

Dmitri Nikulin, Professor of Philosophy  
PhD 1990, Institute for Philosophy of the Russian Academy of Sciences

Julia Ott, Associate Professor of History  
PhD 2007, Yale University

Dominic Pettman, Professor of Culture and Media  
PhD 1997, University of Melbourne

Jessica Pisano, Associate Professor of Politics  
PhD 2002, Yale University

David Plotke, Professor of Politics  
PhD 1985, University of California at Berkeley

Hugh Raffles, Professor of Anthropology  
DFES 1999, Yale University

Sanjay Reddy, Associate Professor of Economics  
PhD 2000, Harvard University

Janet Roitman, Professor of Anthropology  
PhD 1996, University of Pennsylvania

Lisa Rubin, Associate Professor of Psychology  
PhD 2005, Arizona State University

Sanjay Ruparelia, Associate Professor of Politics  
PhD 2006, Cambridge University

Jeremy Safran, Professor of Psychology  
PhD 1982, University of British Columbia

Michael Schober, Professor of Psychology  
PhD 1990, Stanford University

Willi Semmler, Arnhold Professor of International Cooperation and Development  
PhD 1976, Free University of Berlin

Mark Setterfield, Professor of Economics  
PhD 1993, Dalhousie University

Anwar Shaikh, Professor of Economics  
PhD 1973, Columbia University

Ann-Louise Shapiro, Professor of History  
PhD 1980, Brown University

Rachel Sherman, Associate Professor of Sociology  
PhD 2003 University of California at Berkeley

Ann Snitow, Senior Lecturer in Liberal Studies, Associate Professor of Literary Studies  
PhD 1979, University of London

Howard Steele, Professor of Psychology  
PhD 1991, University College, London

Miriam Steele, Professor of Psychology  
PhD 1990, University College, London

Ann Laura Stoler, Willy Brandt Distinguished University Professor  
PhD 1982, Columbia University

Jenifer Talley, Assistant Professor of Psychology  
PhD 2007, Virginia Polytechnical Institute and State University

Miriam Ticktin, Associate Professor of Anthropology  
PhD 2002, Stanford University
McWelling Todman, Associate Professor of Psychology
PhD 1986, The New School for Social Research

Jeremy Varon, Associate Professor of History
PhD 1998, Cornell University

K. Vela Velupillai, Professor of Economics
PhD 1980, Cambridge University

Robin Wagner-Pacifici, University in Exile Professor of Sociology
PhD 1983, University of Pennsylvania

McKenzie Wark, Professor of Culture and Media
PhD, Murdoch University

Terry Williams, Professor of Sociology
PhD 1978, City University of New York

Deva Woodly, Assistant Professor of Politics
PhD 2008, University of Chicago

Rafi Youatt, Assistant Professor of Politics
PhD 2007, University of Chicago

Eli Zaretsky, Professor of History
PhD 1978, University of Maryland

Emeriti
Agnes Heller, Professor Emerita of Philosophy
PhD 1955, Eötvös Loránd University

Edward Nell, Professor Emeritus of Economics
BLit 1962, Oxford University

David Shapiro, Professor Emeritus and Senior Lecturer in Psychology
PhD 1950, University of Southern California

Herbert Schlesinger, Professor Emeritus and Senior Lecturer in Psychology
PhD 1952, University of Kansas

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

Lance Taylor, Professor Emeritus and Arnhold Professor of International Cooperation and Development
PhD 1968, Harvard University

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

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

Vera Zolberg, Professor Emerita of Sociology
PhD 1974, University of Chicago
## ACADEMIC CALENDAR
Summer 2015-Spring 2016
[Excluding Parsons Paris]

### SUMMER 2015

<table>
<thead>
<tr>
<th>Dates (Degree-/Diploma-seeking Programs)</th>
<th>Dates (Continuing Education Programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day</td>
<td>Mon. May 25</td>
</tr>
<tr>
<td>Start of Summer Sessions</td>
<td>Tue. May 26</td>
</tr>
<tr>
<td>Observed Independence Day</td>
<td>Fri. Jul 3</td>
</tr>
<tr>
<td>End of Summer Sessions</td>
<td>Fri. Aug 21</td>
</tr>
</tbody>
</table>

### FALL 2015

<table>
<thead>
<tr>
<th>Dates (Degree-/Diploma-seeking Programs)</th>
<th>Dates (Continuing Education Programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Weekend for Freshmen</td>
<td>Thurs. Aug 20 – Sun. Aug 23</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Mon. Aug 24 – Sun. Aug 30</td>
</tr>
<tr>
<td>Labor Day – University Closed</td>
<td>Sat. Sep 5 – Mon. Sep 7</td>
</tr>
<tr>
<td>Last Day to Add</td>
<td>Sun. Sep 13</td>
</tr>
<tr>
<td>Rosh Hashanah**— No Classes, also Sun eve</td>
<td>Mon. Sep 14</td>
</tr>
<tr>
<td>Yom Kippur**— No Classes, also Tues eve</td>
<td>Wed. Sep 23</td>
</tr>
<tr>
<td>Last Day to Waive Student Health Insurance</td>
<td>Fri. Oct 2</td>
</tr>
<tr>
<td>Last Day to Drop</td>
<td>Sun. Oct 4</td>
</tr>
<tr>
<td>First Day of Online Session C</td>
<td>Mon. Oct 12</td>
</tr>
<tr>
<td>Last Day of Online Session B</td>
<td>Fri. Oct 30</td>
</tr>
<tr>
<td>Initial Spring 2016 Registration</td>
<td>Starting Mon. Nov 2, 2015</td>
</tr>
<tr>
<td>Last day to Withdraw with a grade of W</td>
<td>Sun. Nov 22</td>
</tr>
<tr>
<td>Designated Day – Wednesday classes meet</td>
<td>Tue. Nov 24</td>
</tr>
<tr>
<td>Make Up Day</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### SPRING 2016

<table>
<thead>
<tr>
<th>Dates (Degree-/Diploma-seeking Programs)</th>
<th>Dates (Continuing Education Programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Spring 2016 Registration</td>
<td>Starting Mon. Nov 2, 2015</td>
</tr>
<tr>
<td>Martin Luther King – University Closed</td>
<td>Mon. Jan 18</td>
</tr>
<tr>
<td>New Student Registration and Orientation</td>
<td>Starting week of Tues. Jan 19</td>
</tr>
<tr>
<td>Last Day to Add</td>
<td>Sun. Feb 7</td>
</tr>
<tr>
<td>President’s Day – University Closed</td>
<td>Mon. Feb 15</td>
</tr>
<tr>
<td>Last Day to Waive Student Health Insurance</td>
<td>Fri. Feb 26</td>
</tr>
<tr>
<td>Last Day to Drop</td>
<td>Sun. Feb 28</td>
</tr>
<tr>
<td>First Day of Online Session C</td>
<td>Mon. Mar 7</td>
</tr>
<tr>
<td>Last Day of Online Session B</td>
<td>Fri. Apr 1</td>
</tr>
<tr>
<td>Initial Fall 2016 Registration</td>
<td>Starting Mon. Apr 4, 2016</td>
</tr>
<tr>
<td>Last Day to Withdraw with a grade of W</td>
<td>Sun. Apr 17</td>
</tr>
<tr>
<td>Make-up Day</td>
<td>Tue. May 17</td>
</tr>
</tbody>
</table>
**ACADEMICS**

**COURSE DESCRIPTIONS**

Course descriptions contain pre-requisite and co-requisite information as well as any other restrictions that apply. Course descriptions are published in the University Course Catalog: http://www.newschool.edu/ucc/courses.aspx. General course distribution and other program requirements are described below.

**MASTER OF ARTS (MA), MASTER OF SCIENCE (MS)**

**General Requirements**

To be awarded a master’s degree, a student must fulfill the specific credit and course requirements of the program and, in most departments, pass an oral or written departmental examination and complete an acceptable master’s thesis or equivalent research project.

Specific program policies governing the conferral of master’s degrees are described in the individual department sections of this catalog and in department handbooks.

**Course Requirements**

Master of Arts degrees in anthropology, economics, global political economy and finance, historical studies, liberal studies, philosophy, politics, psychology, sociology, and creative publishing and critical journalism require completion of 30 credits in approved courses with a cumulative GPA of at least 3.0. A student whose GPA falls below 3.0 or who otherwise fails to maintain satisfactory progress toward the degree is subject to dismissal. The Master of Science degree in economics is a 45-credit option offered in order to provide more advanced training in the field without the commitment to write or defend a dissertation (see the Economics section of this catalog).

**Bachelor’s/Master’s Options for Undergraduate Students**

Students matriculated in Bachelor of Arts (BA) and Bachelor of Science (BS) programs at The New School are eligible to enter a combined bachelor’s/master’s degree program of study, depending on their undergraduate major. The combined program allows the student to take up to 12 credits in lower-level graduate courses as part of the bachelor’s program course of study. The same credits can subsequently be applied to the associated master’s program provided the student received grades of 3.0 (B) or better in the designated courses. For more information, see the Admission section of this catalog or go to the admission pages of the website, www.newschool.edu/nssr.

**Time Limits**

Normally, a student must complete all requirements for a master’s degree within five years of admission. More information about time limits and petitioning for an extension is published in this catalog under Academic Progress.

Apart from the MS program in economics, graduate students who have completed 30 credits are no longer permitted to register for courses unless they have been formally accepted to a PhD program.

**Master’s Oral or Written Examinations**

Master’s examinations test a degree candidate’s knowledge in his or her major field. Written examinations must be taken on the dates scheduled annually by each department. Oral examinations are scheduled individually but not between May 17 and October 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, 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 reenrolled in a graduate program for the purpose of receiving the MPhil degree.

**DOCTOR OF PHILOSOPHY (PHD)**

**General Requirements**

To be awarded a PhD degree, a student must demonstrate mastery of research and ability to conduct independent research in a field by completing all the course requirements of the major (and minor, if any) field of study demonstrating working knowledge of a foreign language passing a comprehensive written examination in the major field of study (and the minor, if required) submitting an acceptable dissertation proposal (and passing an oral examination) for admission to doctoral candidacy writing and successfully defending 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 the 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 department). Some departments require examinations in both the major and minor field 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 the 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 four faculty members, one of whom always represents a different field than the student’s major (unless the dean of NSSR approves other arrangements). 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 (10) 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 10-year limit applies to the PhD in Clinical Psychology, 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.

Foreign Language Requirement
All doctoral candidates (except in psychology) must demonstrate competence in at least one foreign language. 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. Candidates in psychology are required to demonstrate competence in statistics instead. 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 Student Academic Affairs during the registration periods 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, at the Student Academic Affairs office, and online.

Dissertation Committee and Defense Committee
A PhD candidate recommends three members of the faculty to constitute a dissertation committee, one of whom serves 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 of their dissertation from outside their departments. The external member may come from the NSSR, TNS, 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.

Student will be able to opt out of choosing this fourth member requirement 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 would be assigned an NSSR “Dean’s Representative” who will be required to read their doctoral dissertation and take part 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 was a former member of The New School for Social Research to remain on a dissertation committee. In such circumstances, faculty may remain as regular committee members, not external examiners.

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 Student 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 January graduation, the deadline for submission is January 15. For August graduation, the deadline for submission is August 15. The final approved dissertation is submitted online.

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

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. 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. 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 not be conferred nor will the student receive a diploma until the Bell and Howell/UMI receipt and the Survey of Earned Doctorate (SED) forms 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 2014–2015

Veronica Alfaro Ahumada
Collective Action and Social Movements in Cyberspace. Contentious Practices of Silence, Disruption, and Acting in Concert

Richelle S. Allen
Overfocusing to counteract sensory oversensitivity: An extension of the broad autism phenotype in parents of children on the autism spectrum

Sergio Andrade
The Vulgarity of Democracy: Cartoons, Masculinity and Politics in Ecuador

Nathan Angelo
Race and Ethnicity in Presidential Campaign Rhetoric, 1964–2004

Daniela Lucia Arias Gutierrez
Essays on the Dynamics of Employment and Income Distribution

Jacob Assa
The Financialization of GDP: Essays in the Political Economy of National Accounting

Katherine Elizabeth Bahn
The ABCs of Labor Market Frictions: New Estimates of Monopsony for Early Career Teachers in the U.S. and Implications for Caring Labor

Ejima Baker-Morales
The Everyday Divine: Exploring Race and Sexuality in Santería

Laura Balbuena Gonzalez
When Terror has a Female Face: Gender and the Shining Path

Amando Basurto Salazar
Thinking along Hannah Arendt. A comprehensive study of the concept of thinking in Arendt’s political thought

Catherine Boutwell
The Effects of Alliance Focused Training on Therapists’ Experiential Awareness and Reflection

Julia Broder
An Exploration of Mother and Child Attachment Related Behaviors Among Pre-school/School-aged Children: Use of a New Behavioral Assessment, The Co-Construction Task

Maria Cabrera
Dressed for the Party: The Politics of Fashion in Socialist Cuba
Diego Caguenas Rozo  
*La calma chicha: A Study on Disaster, Destruction and Intractability*

Vincent Carducci  
*The Art of the Common: Envisioning Real Utopias in Postindustrial Detroit*

Jonathan Chalier  
*Otherwise Specified. Investigating Autism and Philosophy of Mind*

Vandana Chauhan  
*Cultural Differences in Perceptions of Family Expectations in Emerging Adulthood*

Jason Clarke  
*On Visual Sensory Memory for Natural Scenes*

Hadas Cohen  
*Between Subversion and Treason: The Israeli Palestinian Conflict Through the Story of an Alleged Israeli Traitor*

Dora Marilena Coman  
*Googling medical information: the effects of information availability and credibility on memory distortions*

Debra D’Agostino  
*A Qualitative Analysis of Medical Decision-Making and Illness Experience in Early-Stage Thyroid Cancer*

Loren Dent  
*Metaphor, Attachment and Mentalization: The Influence of Mothers’ Use of Mental State Metaphors in Attachment Narratives on Children’s Theory of Mind and Emotion Understanding*

Jennifer Doran  
*Validation of the Alliance Negotiation Scale*

Jason David Evans  
*Approach, Avoidance, and Affective Evaluation*

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*Reason and Realism in Hume’s Moral Philosophy*

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*Schopenhauer and Spinoza: Self, Cosmos, and the Philosophy of Immanence*

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*Remaking Families: The Social Impact of AIDS Prevention Projects in Western Nepal*

Arkady Gevorkyan  
*Financial Volatility and Macroeconomics: Exploring dynamics in CDS spreads, energy commodities, and weather derivatives*

Adam Gies  
*Unraveling folk psychology: Mindshaping in human social development and practice*

Eric Godoy  
*Parts per Billion: Individual Responsibility and Global Climate Change*

Maria Cristina Gonzalez de Withrington  
*Transnational Publicity in Theory and Practice: The World Social Forum between Deliberation and Agonism*

Namrata Goyal  
*The temporal course of indebtedness in close relationships: An investigation of social support norms in India and the United States*

Joshua Greenstein  
*Growth and distribution, structural change, deindustrialization, welfare economics*

Michael Greitz  
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Sebastian Gabriel Guzman Rivera  
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*New Empirical Methods and Approaches to Keynesian Macroeconomics*

Johann K. Jaeckel  
*Essays on Labor Discipline*

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*Leo Strauss On Nietzsche’s Thrasymachean-Dionysian*

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*Socialization of communal norms in preschool: A cross-cultural video-cued investigation in the United States and Sweden*
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Gregor Sebastian Semieniuk  
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*Civic Struggles: Jews, Blacks and the Question of Inclusion at The City College of New York, 1930-1975*

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*The Predicament of Being: Analogy and the Priority of Inquiry*

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*Infrahumanization Through a Gender Lens*

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Leilah Vevaina  
*Trust Matters: Parsis and Property in Mumbai*

William Walsh  
*It Goes Without Saying: Derrida, Freud, and the Healing Game of Psychoanalysis*

Cameron Weber  
*Dissertation Concerning a Political Economy of Art with Emphasis on the United States of America*

DOCTOR OF SOCIAL SCIENCE  
Marcos Soler  
*American Conservatism and the Idea of Democracy, 1930-1980*
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. It has been described 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 co-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, and the India-China Institute and other New School institutes and exchange programs like the Janey Program in Latin American Studies, the Transregional Center for Democratic Studies, and New York City Inter-University 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.

Contact information
Anthropology office: 212.229.5757
Admission liaison: anthliaison@newschool.edu
Charles Whitecroft, Department Senior Secretary
Kylie Benton-Connell, Student Advisor
anthadvisor@newschool.edu

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

Visiting Faculty
Neni Panourgia, Visiting Associate Professor

Post-Doctoral Fellow
Hammad Sheikh

Affiliated Faculty
Jonathan Bach, Associate Professor of International Affairs, Director of Global Studies, Schools of Public Engagement
Stephen Collier, Associate Professor of International Affairs, Milano School for International Affairs, Management, and Urban Policy
Rachel Heiman, Assistant Professor of Anthropology, Schools of Public Engagement
Jaskiran Dhillon, Associate Professor of Education Studies, Eugene Lang College
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 for International Affairs, Management, and Urban Policy
McKenzie Wark, Professor of Culture and Media, Eugene Lang College

Programs of Study
All students are admitted to the Master of Arts program. After passing the anthropology written examination, a student can petition for admission to the 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 (6 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 and Practices. Perspectives courses provide different points of view on the objects of anthropological research (GANT 6100-6299). Practices courses, on the other hand, emphasize how 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 they are approved by an Anthropology faculty advisor. Policies regarding transfer of credits, etc. are described in this catalog under Academic Programs and Policies (page 7) and in the “Department of Anthropology Graduate Student Handbook.”

MA 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 of the PhD degree in anthropology except the oral examination and dissertation.

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. Spaces in the doctoral program are 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 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.

All doctoral students are required to attend the Anthropology Colloquium series of invited speakers and the bi-monthly department workshop. The content of the workshop is determined by students in consultation with the faculty, but commonly consists of faculty presentations, publishing and grant-writing and job talks, and 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.”

Anthropology Courses

The following courses are offered 2014–2015. All courses carry three (3) credits unless otherwise stated in the description. For current course descriptions, visit the website.

Fall 2015

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 ethnoloi 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 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 6155 The Ethnographic Imagination
Neni Panourgia
What is ethnographic writing and how does it relate, refract, or organize the anthropological experience and what is the theory that sustains it? How do anthropologists “write” ethnography, and how is ethnography tied into the anthropological prime directive of showing the “have been there” and “do no harm”?

In this course we will read ethnographies that have been produced with care towards their descriptive objects, have participated in the production of anthropological knowledge, and have put forward an imaginative project for what anthropology is and can be. From the beginnings of the discipline and the Boasians—Franz Boas, Elsie Clews Parsons, Zora Neal Hurston, and Ruth benedict, to the philosophically-informed ethnographies of Victor and Edith Turner, James Peacock, and Clifford Geertz, to the late-century multiply-influenced ethnographies that have been spawned by critical thought, we will examine the imagination that inhabits such attempts at writing while framing them with the theoretical positions that have made the entire apparatus at all possible.

GANT 6270 Anthropology and Time
Janet Roitman
Time and temporality are persistent topics in anthropology insofar as anthropologists attend to the diversity of repertoires for timekeeping as well as repertoires of temporal markers themselves. Generally speaking, anthropology is concerned with the apprehension of time, or variable modes of time-consciousness and methods for temporally situating events. Temporality is thus taken to be constructed: time is a
"dimension" of social practice. This seminar will review the ways in which the anthropology of time has apprehended and represented socio-cultural time, or multiple forms of social time, by considering accounts of the spatiotemporal constitution of meaningful worlds. We will assess the ways that time has been represented as socially constructed, thus accounting for cross-cultural temporal relativity. But both the condition of cultural relativity and the postulate of temporal simultaneity raise difficult questions regarding modes of representation. Our aim will be to bring anthropology in dialogue with ongoing work on complex systems, such as networked infrastructures, in an effort to address this problem of representation. To what extent are there adequate means for representing multiplicity and simultaneity in ethnographic practice and narrative? While we will review how time has been apprehended in social science work, we will not be concerned to theorize time, to come up with a proper concept of time, or to settle on a particular mode of narrating time. The aim of the seminar is to consider how one might make time, as a category, a problem so as to generate productive questions. This course will satisfy requirements in Perspectives.

GANT 6310 Ethnography and Writing
Hugh Raffles
This seminar explores some of the modes of writing available to anthropologists. It will focus on ethnography as a genre and on some of the more intriguing attempts to locate its borders. Materials will range widely across relevant writings, both fiction and non-fiction. Students will develop extended written projects that route their own topical interests and prior research through the preoccupations of the course. For MA students of the NSSR anthropology department, this seminar fulfills the requirements of a Practices course.

GANT 6361 Utopia
Abou Farman
Utopian projects have mostly been discredited as idealistic and unrealizable or as preludes to dystopia. Yet they have been and continue to be a vital force in motivating political movements and social change. Combining readings and visual materials from art and design, literature, history and social theory, we will explore both imagined futures and actualized projects—from paradise to enlightenment notions of society and progress by design to utopian movements and communities of the 19th and 20th centuries to today’s intentional communities and everyday utopias. There is a strong practical and interdisciplinary component to this course. Final projects will be done collaboratively; student groups will combine research, writing, and art/design to create projects on a medium or platform of their choice.

GANT 6614 Technopolitics
Stephen Collier
In recent years, critical scholars from a number of sub-disciplines—including anthropology, economic sociology, and science and technology studies—have re-engaged with old questions concerning the relationship between politics and technical expertise. This course will examine the work of some of the leading exponents of this new interest in “technopolitics,” such as Timothy Mitchell, Gabriella Hecht, Paul Edwards, Michel Callon, and Andrew Barry. It will also examine classical texts on these topics by Max Weber, Michel Foucault, and others. Particular attention will be given to the relationship between these discussions of technopolitics and the question of critique. What kinds of critical relationships to politics and expertise have been imagined in the “technopolitics” literature? And what alternative critical relationships might be imagined?

GANT 7005 PhD Proseminar: Methods
Nicolas Langlitz
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. **Prior permission of professor is required in order to register for this course.**

GANT 7006 PhD Proseminar II: Conceptualization
Ann Stoler
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.

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 6992 Curricular Practical Training

Spring 2016

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 6118 The Conceptual Life of the Social
Lawrence Hirschfeld
This seminar is concerned with the ability that humans other social animals possess to interpret the behavior of others in terms of the nature and scope of the groups that constitute their social universes. A growing and multidisciplinary body of research addresses the development of this capacity in ontogenesis as well as its ancient evolutionary genealogy. The seminar explores a number of questions: What is the nature of this capacity? What is its natural history? How do nonhuman social species recognize and reason about the groups to which they affiliate and with whom they compete, and how does a comparative approach inform our understanding of the way humans think about sociality? The social landscape varies considerably across human cultures, how does the culturally specific content of group-based reasoning govern the capacity for such reasoning? What shapes the ontogenesis of human reasoning about groups and intergroup relations? For MA students of the NSSR anthropology department, this seminar fulfills the requirements of a Perspectives course.

GANT 6216 Man-Machine
Neni Panourgia
The rapid proliferation, over the last fifteen years, of technologies that aim at the preservation of life at the edges of illness has created a conceptual, intellectual, and political fissure in the ways in which life and death can be fixed with any degree of certainty. This is true as much in chronic cases, such as the various neurodegenerative diseases, as in acute cases managed in the ICU, where life is being preserved through mechanical intervention. Are these mechanical interventions (ventilators, stomas, monitors) prosthetics that become part of the human body, or do they remain within the space of signification of the extracorporeal? What is the glamour of the “cyborg” when it appears within the context of medico-mechanical intervention? These questions are not academic intellectual abstractions but they become pressing questions when they inform the decision-making process in the context of encounters between physicians and patients, patients and families, or physicians and the State. Cases such as Terry Schiavo’s, which captured the global imaginary as it posited the question of “what is a human being” and what is “life” and what is not, belie the deep anxieties that appear when medical interventions are in the process of becoming naturalized and normalized, as if the questions that they posit are exhausted when they are approved by the IRB or the Ethics Board. This course will examine the conceptual spaces that are being created in the crevices of the fixity of life, death, and the human/non-human being by looking at concerns that have been voiced by various thinkers: Donna Haraway, Nicholas Rose, Paul Rabinow, Barbara Maria Stafford, Michel Foucault, Elizabeth Grosz, Rosi Braidotti, Georges Canguilhem, Roberto Esposito, Alfred Tauber, Julien Offray de la Mettrie, Lorraine Daston.
For MA students of the NSSR anthropology department, this seminar fulfills the requirements of a Perspectives course.

GANT 6280 Affective States
Ann Stoler
This course starts from two premises: (l) that sentiments articulate the personal and the political in historically specific ways; and (2) that sentiments are historically located social phenomena with specific genealogies. In this course, we draw on a range of varied literatures in anthropology, history, philosophy, political science, and literary criticism to explore the changing ways in which thought and feeling, rationality and passion, reason and sentiment have been understood. The focus is on sentiment as an index of relations of power and as a tracer of them. Seminar themes include attention to social inequality and sentiment, state formation and affect, the politics of compassion, imperial sympathy, “structures of feeling” and sentiment as a marker of political and social location.. Course requirements include weekly commentaries on the readings, a short review essay and a research paper. Readings include: Albert Hirschman, The Passions and the Interests, William Reddy, The Navigation of Feeling, Carolyn Steedman, Landscape for a Good Woman, and selections from Adam Smith, David Hume, Didier Fassin, Amelie Rorty, William James, Raymond Williams, among others.

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.
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:

- Statement of the research problem, including main research questions
- Review of the literature and significance of research
- Preliminary research
- Research plan, including: research design, research site, and data analysis
- Research schedule and budget

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.
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— informed, 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 (SCEPA) 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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Faculty
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Lopamudra Banerjee, 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
William Milberg, Professor of Economics (currently serving as Dean of the division)
Sanjay Reddy, Associate Professor and Director of Undergraduate Studies
Willi Semmler, Arnhold Professor of International Cooperation and Development
Mark Setterfield, Professor

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

Darrick Hamilton, Associate Professor of Economics and Urban Policy, Milano
David Howell, Professor of Economics, Milano School for International Affairs, Management, and Urban Policy
Terra Lawson-Remer, Assistant Professor, Milano School for International Affairs, Management, and Urban Policy
Rick McGahey, Professor of Professional Practice, Milano School for International Affairs, Management, and Urban Policy
Shagun Mehrotra, Assistant Professor of Environmental Practice, Milano School for International Affairs, Management, and Urban Policy
Christian Schoder, Visiting Assistant Professor
Gennaro Zezza, Visiting Associate Professor

Part Time Faculty
Gary Mongiovi, PhD, New School for Social Research.
Jamee Moudud, PhD New School for Social Research

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

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 office from the student advisor or downloadable from department’s page on the website at www.newschool.edu/nssr.

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,
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 Microeconomics
- GECO 6191 Macroeconomics
- GECO 6181 Econometrics. (GECO 6189 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
- GECO 5108 World Political Economy

One of three finance courses: GECO 6140 Financial Markets and Valuation; GECO 6141 Principles of Financial Engineering; or GECO 6269 Financial Economics

Internship GECO 6198 (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 Microeconomics
- GECO 6191 Macroeconomics
- GECO 5104 Historical Foundations of Political Economy I
- GECO 6181 Econometrics (GECO 6189 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

**Electives**

Of the five elective courses required for the MA in Economics, at least three must be 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, Milano The New School for 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 write and defend a dissertation. It is commonly taken by those whose planned 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.

**Core courses**

- GECO 6190 Microeconomics
- GECO 6191 Macroeconomics
- GECO 5104 Historical Foundations of Political Economy I
- GECO 6181 Econometrics (GECO 6189 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181).

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

**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, Milano the New School for Management, or The New School for General Studies Graduate Program in International Affairs. The student’s Faculty Advisor must approve the elective program.

**Comprehensive Examination**

To receive the master of science degree in economics, a student must pass the MS written examination, 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 or MA Global Political Economy and Finance program may petition to continue on to the PhD program after completing 18 credits...
listed (or cross-listed) in Economics at NSSR. 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 grades of 3.5 or better in all econometrics courses taken
- The 18 credits must include one PhD core theory course (see required courses below) with a grade 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 Economics at NSSR. 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 grades of 3.0 or better were assigned. 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) or GECO 6206 Post-Keynesian Economics.

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, nor can transfer credits.

A student who receives a grade lower than 3.0 in any core course may retake the final examination for that course within one year and must improve the grade 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; and 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 grade of 3.0 or higher in GECO 6189 Mathematics for Economists or 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 three-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 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.”

Dissertation Proposal, Oral Examination, and Dissertation:

Students who have passed the qualifying examinations can submit a dissertation proposal. A student is considered a candidate for the Doctor of Philosophy degree only after passing a dissertation proposal defense, which also serves as an oral examination. 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 names for a committee of at least five faculty members to examine the candidate (at least four from the economics department), and appoints 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 either passed or failed. 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 (3) credits unless otherwise stated in the description. The following courses are offered 2015–2016. For course descriptions and schedules, see the University Course Catalog online.

Fall 2015
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
Ben Lee
This course is a graduate introduction to finance capitalism. It will provide a historical overview of the development of derivatives, especially the relations between the Black-Scholes formula and concepts such as arbitrage, spreads, risk, uncertainty, and volatility. These concepts will provide the background for us to examine the social and political implications of derivatives and what "risk society" might be in an "age of volatility".

GECO 5104 Historical Foundations of Political Economy I
Paulo dos Santos
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 5850 Behavioural Economics
K. Vela Velupillai
Exactly fifteen years ago, Herbert Simon, the undisputed pioneer of Behavioural Economics, wrote me as follows (italics added): So I think we will continue to proceed on parallel, but somewhat distinct, paths for examining the implications of computational limits for rationality û you the path of mathematical theories of computation, I the path of learning how people in fact cope with their computational limits. In this course, after preliminary clarifications of the distinction between Classical and Modern Behavioural
Economics (the former broached by Herbert Simon and the latter pioneered by Ward Edwards), emphasis will be placed on computable and computational complexity limits on rational behavior in economic and game theoretic contexts.

GECO 6191 Graduate Macroeconomics
Mark Setterfield
This course covers the theory of economic growth and fluctuations. The first part of the course introduces classical, Keynesian, and neoclassical theories of economic growth. The remainder of the course centers on the theory of economic fluctuations. Topics will include the dynamic interaction of the product, financial, and labor markets, the Phillips Curve and the NAIRU, and monetary and fiscal policies.

GECO 6200 Advanced Microeconomics 1
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 6202 Advanced Macroeconomics 1
K. Vela Velupillai
The course aims to develop Macroeconomic Theory associated with one strand of the NSSR critical tradition, from Knut Wicksell to Lance Taylor, via Lindahl, Myrdal and Keynes. This means, also, a parallel, but critical focus on the evolving theoretical technologies of macroeconomics, from Ramey and the calculus of variations to the Recursive Macroeconomics of the Newclassicals, via dynamical systems theory and optimal control theory. Those who wish to attend this course would be expected to have at least a 'nodding acquaintance' with Maynard's Revenge: The Collapse of Free Market Macroeconomics by Lance Taylor (Harvard University Press, 2011) and Recursive Macroeconomics by Lars Ljungqvist & Thomas J. Sargent (3rd Edition, The MIT Press, 2012).

GECO 6205 Advanced Political Economy 2
Anwar Shaikh
This course covers advanced topics in Marxian economics and, where possible, compares and contrasts classical Marxian and post-Keynesian approaches to these issues. Lectures are based on Capital, volumes 1, 2, and 3; and Theories of Surplus Value, as well as modern contributions by authors in the Marxian and Keynes-Kalecki traditions. The course begins with Marx's theory of competition and contrasts it with theories of perfect and imperfect competition. Some of the implications of Marx's theory of competition for neoclassical approaches to foreign trade and structuralist analyses of macrodynamics are discussed. We then apply the theory of competition to Ricardo's and Marx's theories of rent. We move on to a discussion of finance and growth. In this section we compare the Chartalist theory of money with that of Marx, the application of social accounting matrices to the study of macrodynamics, and the relationship of the circuitist school to Marx's theories of money, finance, and the circuit of capital.

The final section is on the political economy of the state. In this section, we discuss the effects of budget deficits on growth and some of the contemporary post-Keynesian policies such as the employer-of-last-resort proposal. We also look at some of the sociological and political literature on the state and attempt to identify the underlying economic theories of capitalism.

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 6252 International Trade
Jamee Moudud
This course covers the major theories of international trade, including mercantilist, Ricardian, neoclassical, neo-Ricardian, technology gap, unequal exchange, and Marxian models. It focuses on determinants of the direction of trade and potential gains from trade, and on the links between international trade, income distribution, employment, and economic growth. Emphasis is placed on empirical tests of the theories. Other topics include intra-university and intra-firm trade, and strategic trade policy issues, including labor and environmental standards.

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 accounts and their adjustments. Exchange rate systems and exchange rate determination and adjustments are studied, with particular attention to empirical studies on exchange rate dynamics and their impact on macroeconomics. Special emphasis is given to topics such as financial instability and monetary and fiscal policy issues, exchange rate volatility and its impact on the real and financial sector, foreign debt, capital flows, currency runs, and international portfolio choice; World Bank and IMF policies and issues concerning financial market liberalization; international financial regulations; and international financial architecture.

GECO 6270 Labor Economics 1
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 6282 Advanced Econometrics 2
This course builds on the material in Advanced Econometrics I to cover specialized topics in time series analysis, including estimation of dynamical systems, general method of moments, spectral analysis, seasonality, detrending, stationary and nonstationary systems, causality, and ARCH and its extensions.

GECO 6291 Economic Development 2
Lopamudra Banerjee
The course examines distributional aspects of economic development, and studies issues of poverty, inequality, and vulnerability. It is organized in four parts. Part I introduces distributional analysis from the perspective of welfare economics, and explores theoretical and empirical approaches to measure poverty, inequality and vulnerability in developed and developing economies. Part II extends the economic analyses to examine 'multi-dimensionality' of distributional issues. In this part, capability approach to development is explored, and normative criterions of justice and fairness are invoked in analyzing unevenness of economic distributions. Part III explores the causes of unequal distribution in terms of unevenness of 'initial' economic and social conditions (including discrimination, asymmetric and incomplete information, and geographic location and historic institutions). Part IV explores the causes of unequal distribution in terms of class analysis and unevenness of distribution of power.

GECO 6990 Independent Study
Students pursue advanced research on specific topics of their own design with the guidance of a faculty member.

GECO 6993 Mentored Research
A mentored research project with a faculty advisor leading to a 25-page research paper.

GECO 6910 Computer Language Workshop
Anwar Shaikh
This is a student-run computer language workshop.

GECO 7990 Department Seminars/Dissertation Workshop
Anwar Shaikh
This is a workshop designed to discuss development of thesis topics, thesis proposals, and research methods. All students are welcome to attend and students may present their research at any stage in its development. Faculty will also make presentations on research methods.

GECO 5105 Historical Foundations of Political Economy II: Marginalists and Keynes
Mark Setterfield
This course focuses on the recovery and extension of the Classical themes of growth and development in twentieth century political economy. Treating the marginalist revolution as a hiatus in the exploration of these themes, the course examines the subsequent re-emergence of macrodynastic analysis in the works of Harrod, Solow, Robinson, Kaldor, and Pasinetti. Recent developments that have their roots in the work of these authors are then surveyed, including Neoclassical endogenous and semi-endogenous growth theory, neo-Kaldorian models of cumulative causation and balance of payments constrained growth, and neo-Kaleckian models of wage- and profit-led growth.

GECO 5250 Rethinking Capitalism
Eli Zaretsky
This course will look at capitalism from several different perspectives: historical, philosophical, sociological and economic among others. It will analyze the capital accumulation process under three rubrics: primitive accumulation, industrial society and the present epoch, variously termed disaccumulation, financialization and post-industrialism. It will question the problematic of social class in these different epochs and will consider the relation of capitalism to the family, the state and to the energetic/material bases of social reproduction. We will also discuss the question of the culture of capitalism, what Max Weber called its “spirit.” The purpose of the course will be to develop a robust sense of what capitalism is, what it is not, and of the important concepts we need to rationally discuss it.

GECO 5425 The Economics of Crisis and Austerity
Anwar Shaikh
This course will survey major issues in contemporary Marxian political economy, with a major emphasis on the use of Marxian theory to develop workable economic research projects on contemporary issues. We will strive for an accurate understanding of the concepts and methods of Marx's reasoning and contemporary critical discussion of Marx's ideas, together with a critical assessment of what they can contribute to contemporary economics. The topics covered will include: the labor theory of value and the transformation problem, analytical Marxism, Marx's theory 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, Marx's theories of the falling rate of profit and the long-term tendencies of capital accumulation as a foundation for understanding the contemporary development of world capitalism, and other topics.

GECO 6181 Introduction to Econometrics
Jamee Moudud
This course provides an introduction to econometrics and its statistical foundations. The main focus is on the classical linear regression model. Basic mathematical skills are necessary for a full understanding of the material.
This course examines how microeconomics explains the behavior of economic agents. We start with the primitive: An (microeconomic) agent chooses between alternative options to optimize her objective subject to a constraint. We analyze how this choice is made under the following conditions: [1] agents have well-defined property rights, [2] agents are price-takers, [3] agents have all the relevant information in making their choices, and [4] agents are consistent in making their choices.

Next we analyze how behavior of the agent changes when each of these conditions are relaxed. Accordingly, the course is divided in the following parts: Part 1 focuses on modeling households, firms, and markets when the above mentioned three conditions hold. Here we review the theory of consumer choice; the theory of the cost-minimizing and profit-maximizing competitive firm; cost functions and industry equilibrium; demand and supply, particularly applied to the labor market. In Part 2 of the course, we relax the condition that 'agents have well-defined property rights'. Here we explore the problem of market failure due to externalities and public good. In Part 3 of the course we relax the condition that 'agents are price takers'. Here we analyze the models of imperfect competition and the basic concepts of game theory. In part 4 of the course, we relax the condition that agents have all the relevant information in making their choices'. Here we examine the problem of choice under uncertainty; the problem of incomplete and asymmetric information in market interactions, including the issues of moral hazard, adverse selection, and signaling. In Part 5 of the course we relax the condition that 'agents are consistent in making their choices', and touch upon the procedural aspects of decision making.

This course traces the extent to which modern economic theory, particularly as it pertains to pure competition in market and nonmarket games under the rationality postulate, is grounded in the language of probability and measure theory. Special attention is paid to the formal expression of ideas such as economic and numerical negligibility on the one hand, and diffuseness and conditional independence of information on the other. Toward this end, the course develops rigorous formulations of basic ideas of conceptual (rather than computational) probability, including spaces of events, random variables and their means, marginal and joint densities, stochastic independence, and derivatives of probabilities. We apply those formulations first to the basic theorems of welfare economics, including the core theorems; and second to large anonymous and non-anonymous games, as well as to finite-agent games with private information. If time permits, the course concludes with some basic vocabulary of evolutionary game theory. The course is self-contained from the technical point of view but presupposes a level of mathematical maturity that ought typically to be achieved by taking a course such as GECO 6189. Prospective students who are not sure they have the necessary interest and background should contact the instructor.

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.

This course will survey major issues in contemporary Marxian political economy, with a major emphasis on the use of Marxian theory to develop workable economic research projects on contemporary issues. We will strive for an accurate understanding of the concepts and methods of Marx's reasoning and contemporary critical discussion of Marx's ideas, together with a critical assessment of what they can contribute to contemporary economics. The topics covered will include: the labor theory of value and the transformation problem, analytical Marxism, Marx's theory of money and contemporary world monetary systems, Marx's analysis of the circuits of capital as the basis for empirical macroeconomic studies of contemporary economics, Marx's theories of the falling rate of profit and the long-term tendencies of capital accumulation as a foundation for understanding the contemporary development of world capitalism, and other topics.

This course covers recent developments in post-Keynesian economic theory and explores major themes and controversies. Topics include the theory of effective demand, the distinction between demand- and supply-constrained equilibria, the theory of endogenous money, and the theory of financial fragility. The course aims to show how post-Keynesian economics constitutes an intellectually coherent body of thought.

This course covers the major theories of international trade, including mercantilist, Ricardian, neoclassical, neo-Ricardian, technology gap, unequal exchange, and Marxian models. It focuses on determinants of the direction of trade and potential gains from trade, and on the links between international trade, income distribution, employment, and economic growth. Emphasis is placed on empirical tests of the theories. Other topics include intra-university and intra-firm trade, and strategic trade policy issues, including labor and environmental standards.
GECO 6264 Money & Banking
Paulo dos Santos
This course centers on the salient approaches to money, banking relations, and financial institutions in economic analysis. Discussions are analytically and historically grounded by discussions of Classical contributions to monetary thought, the controversies between the 19th-Century Banking and Currency Schools, and the monetary theories of Menger, Wickell, and Hicks. The course then considers more recent contributions and debates, drawing primarily on contract-theoretic, Marxian, and Post-Keynesian frameworks. Topics discussed include game-theoretic approaches to money, banking, and debt contracts; theories of the nature, economic impact, and social content of interest; contemporary unit-of-account and Chartalist theorizations of money; the possibility of a Marxian theorization of credit-monetary forms and relations; and the behavior and social relations of contemporary banking institutions. The aim of the course is to provide students with the necessary analytical foundations for PhD-level research inquiring into monetary or banking theory, behavior, and social relations.

GECO 6269 Financial Economics
Willi Semmler
This course studies the interaction of the financial markets and economic activity. The financial markets to be considered encompass the money and bond market, credit market, stock market, and foreign exchange market. Economic activity is described by the activity of households, firms, banks, governments, and countries. The course shows how economic activity affects the financial markets and how the financial markets, financial market volatility, and instability feed back to economic activity. Emphasis is given to theory and empirical work on credit and derivative markets, bond prices and yield curves, stock price dynamics, CAPM and static and dynamic portfolio theory, and consumption- and production-based asset pricing models. Further topics include the impact of the volatility of asset prices on economic activity, the economics of risk, and financial fragility and crises.

GECO 6272 Labor Economics 2
Teresa Ghilarducci
This course is the second of a two semester course that provides a more formal analysis of labor markets than the first course. Topics include modern techniques in estimating and modeling labor market outcomes, including earnings, security, and employment. We are especially interested in the link between research and policy. Topics to be covered include: pensions and health security, financial markets and labor markets, inequality, migration, discrimination, unemployment, and unemployment insurance.

GECO 6281 Advanced Econometrics I
Christian Proaño-Acosta
This course builds on GECO 6181. The first half of the semester revisits estimation, inference, and diagnostics. Microeconometric techniques such as panel data, qualitative response models, and nonparametric estimation are introduced. The second half is devoted to time series econometrics.

GECO 6290 Economic Development I
Sanjay Reddy
This course introduces students to the study of development economics at the advanced level, aiming to provide exposure to historical and current debates and preparation for independent research, drawing upon political economy perspectives and diverse disciplinary insights. Topics may include the concept of development; growth theory; industrial policy; project assessment and evaluation methodology; welfare economics and development; measurement and dynamics of inequality, poverty and living standards; economic history and historical legacies; international trade, finance, migration and development; state theory and development; international institutions; gender and development; population dynamics; urbanization; health; social protection; the environment and global public goods.

GECO 6990 Independent Study
Students pursue advanced research on specific topics of their own design with the guidance of a faculty member.

GECO 6992 Curricular Practical Training
This course provides the opportunity to receive credit for professional training related to the degree. Students are expected to engage in such training for at least five hours per week. Training should take the form of teaching, research, or other work relevant to the student's program of study. It may take place at institutions of higher learning, with government agencies, or at other sites as appropriate. Students meet regularly with an advisor and submit a written report at the end of the training.

GECO 6993 Mentored Research
A mentored research project with a faculty advisor leading to a 25-page research paper.

GECO 6910 Computer Language Workshop
Anwar Shaikh
This is a student-run computer language workshop.

GECO 7990 Department Seminars/Dissertation Workshop
Anwar Shaikh
This is a workshop designed to discuss development of thesis topics, thesis proposals, and research methods. All students are welcome to attend and students may present their research at any stage in its development. Faculty will also make presentations on research methods.
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 movements, schools, branches, and ideas associated with those figures. Philosophy at The New School 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 goodness; unconscious and conscious processes; contingency, necessity, and human freedom, tragedy, and truth.

Contact
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Despina Dontas, Department Senior Secretary
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Faculty
Chair: Associate Professor Alice Crary
Zed Adams, Associate Professor
Cinzia Arruzza, Assistant Professor and Director of Undergraduate Studies
J. M. Bernstein, University Distinguished Professor of Philosophy
Richard J. Bernstein, Vera List Professor
Omri Boehm, Assistant Professor
Chiara Bottici, Associate Professor
Simon Critchley, Hans Jonas Professor
James Dodd, Associate Professor
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science
Dmitri Nikulin, Professor

Visiting Faculty
Rahel Jaeggi, Heuss Professor
Maximiliano Tomba, Visiting Associate Professor (Fall 2015)

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

Part-Time Faculty
Alan Bass, PhD, 1975, The Johns Hopkins University
Bernard Flynn, PhD, 1967, Duquesne University
Ross Poole, BPhil, 1969, Oxford University

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 Europe. See page 66 for more information.

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

The Philosophy Forum is a regular public meeting for 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 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,” 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 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. 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 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 etc. are described in this catalog.
The Department of Philosophy offers a specialization 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, and 20th Century Continental 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 grades 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 course work, 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 from the group of Greek, Latin, French, or German that qualify for the master’s degree. 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 PhD Faculty Advisor. After the candidate has chosen a topic, a supervisor, and formed a committee, the supervisor with the committee will put together a list of key books on and directly 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 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 as described in the Degree Requirements section of this catalog apply.

MPhil in Philosophy

The degree of master of philosophy is conferred upon a student who has fulfilled all the requirements of the PhD except the dissertation.

Philosophy Courses

The following courses are offered 2015–2016. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

Fall 2015

GPHI 5508 Benjamin and Bloch
Maximiliano Tomba
This course explores the critique of the unilinear representation of historical time through the prism of Walter Benjamin and Ernst Bloch's attempts to reconfigure the concepts of time and history. Of central interest is rethinking the crisis of modern historical experience as the condition of possibility for a new transcendental beyond Kantian forms of space and time. During the course we want to investigate how the form of time affects both our representation of reality and political praxis. The first part of the course inquires into Bloch's idea of the historical multiversum, whereas the second part investigates Benjamin's conception of history and the nexus between memory and Messianic time.

GPHI 5512 Social Transformation, Moral Progress
Rahel Jaeggi
Is there such a thing as moral progress? How are we to conceptualize processes of social transformation and social change in general? Can we even meet the challenge of treating both those questions in conjunction? Hegel's philosophy of history can be read as both a rich and complex ("dialectical") idea of social transformation as the result of the erosion of social institutions and practices and as a theory of ethical and moral progress. Historical Materialism is a further development of this theory, establishing a new way of understanding the connection between social, technical and moral transformation. While (once more) asking for the theoretical potential of these philosophical attempts to develop a normative and materialistic theory of history, the course will also turn to contemporary social theories with respect to their attempts to analyse social change. We will then confront these theories of social change with the current debate on moral progress and moral innovation as it has evolved in the last decades with respect to topics as, amongst others, the abolition of slavery. Readings: Elisabeth Anderson, Social Movements, Experiments in Living, and Moral Progress: Case Studies from Britain's Abolition of Slavery"; Anthony Appiah, The Honour Code; Joshua Cohen, The Arc of the Moral Universe; G.A. Cohen, Karl Marx' Theory of History: A Defence; G.W.F. Hegel: Philosophy of History; Jgen Habermas: Zur Rekonstruktion des Historischen Materialismus; Karl Marx, German Ideology and Introduction into the Critique of Political Economy, Debra Satz: Marxism, Materialism and Historical Progress".

GPHI 5513 Variants of Objectification
Eva Redecker
"Commodification", "propertization", and "objectification" are all concepts which serve both as descriptive tools for certain tendencies in the historical development of modern, capitalistic social relations and as critical diagnoses of their particular distortions or pathologies. In the seminar, we would first try to highlight the analytic specificity of each phenomenon and then read some classical texts from within Critical Theory (f. i. Marx, Lukacs and Marcuse) and Feminism (f. i. MacKinnon, Irigaray, Butler) to see which of the notions are operative there and how phenomenology and critique interlace.

GPHI 6039 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 6040 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 6041 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 6065 Kant’s Critique of Pure Reason
Jay Bernstein
The 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 6072 The Basic Works of Freud
Alan Bass
This course covers the major concepts in Freud, stressing their revolutionary nature. Topics include trauma, defense, wishes, dreams, unconscious processes, infantile sexuality, perversion, narcissism, identification, life and death drives, anxiety, disavowal, and ego-splitting.

GPHI 6091 American Pragmatism
Richard Bernstein
This lecture will focus on the origins of major themes of classical pragmatism including the nature of inquiry, community, warranted assertability, truth, signs, and democracy. Readings will include texts by Pierce, James, Dewey, and Mead.

GPHI 6104 Plato’s Republic
Cinzia Arruzza
Is the Republic a dialogue on moral psychology, on politics, or on metaphysics? In this course we will read the dialogue against the background of fifth and fourth centuries BCE debates on justice, pleonexia, courage, and on tyranny and Athens' imperialism in order to fully appraise its political dimension. We will focus on Plato's redefinition of virtues and its connection to his conception of the nature of the soul, in order to grasp how the dialogue's political intervention is inseparable from the elaboration of a new moral psychology. Finally, we will discuss the status of philosophy and the theory of Forms, in order to understand the inner connection between Plato's moral psychology and his metaphysics.

GPHI 6112 The Fate of the Novel
Alice Crary, Martin Stone
The novel is dead, having sustained mortal wounds in the aftermath of World War II. That, at least, is what some prominent literary critics and theorists would have us believe, despite in some general sense granting the novel an important role in the intellectual and moral formation of individuals. The death sentence is sometimes formulated in purely aesthetic terms, so that it becomes a worry about the exhaustion of the space for formal experimentation demanded by artistic modernism. Alternately, theorists claim that the horrors of the 20th century oblige us to abandon the image of moral development that the novel was presumed to serve. Thus stated, the point is plausibly connected with the influence of various still widely accepted strains of deconstructivist thought and moral skepticism. Our aim will be to explore the different suggestions about the fate of the novel that are at play here. Course readings will include selections from the writings of philosophers (e.g., Cavell, Derrida, Diamond, Habermas and Nussbaum) as well as literary theorists and critics (e.g., Franzen, Roth, Trilling, Vidal, Wallace and Wood) whose work has been central to these conversations. Philosophical and theoretical readings will be complemented by a small selection of post-World War II novels.

GPHI 6125 Mysticism
Simon Critchley, 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 6138 Spinoza: from Ethics to Politics
Chiara Bottici
In The Theological-political Treatise, Spinoza observes that people often fight for their own servitude as if they were fighting for their own deliverance. These lectures offer a commentary on such a statement. What does Spinoza mean by servitude? Why do people fight for it? Why do they believe it is their own deliverance? We will address those questions by offering a close reading of the Ethics, Spinoza’s greatest masterpiece, along with the Theological-political Treatise and the Political Treatise. In doing so, we will explore how his ethical and political views unfold from his subversive ontology of the unique substance.
GPHI 6139 Heidegger, Nihilism, Metaphysics
Simon Critchley
This course will begin by examining how Heidegger poses in a radical new manner the question of the nature of metaphysics in the period after the publication of his magnum opus, Being and Time (1927). We will begin with a review of the project of fundamental ontology before reading Heidegger's 'What is Metaphysics?' (1929), together with the later Postscript (1943) and Introduction (1949) which he wrote to the lecture. We will examine in particular how his reading of Nietzsche allows Heidegger to pose the problem of nihilism in relation to what he calls 'the history of being' and the question of technology. Among other texts, we will read closely 'Nietzsche's Word "God is Dead"' and 'Overcoming Metaphysics'. Hopefully, this will provide a basis for a renewed consideration of the problem of nihilism, both with and against Heidegger. It will be claimed that nihilism is not some outmoded social diagnosis or debris from the philosophical past, but describes our contemporary condition in often surprising and troubling ways. It is hoped that the work of other thinkers will be considered, such as Adorno, Derrida, Benjamin, Blanchot and Levinas.

GPHI 6140 Social pathologies and Social Crises
Rahel Jaeggi
The concepts of social pathology and social crisis both indicate that something has gone wrong in society. Both topics have figured prominently in European social philosophy of the last three centuries (in the writings of philosophers and sociologists such as Rousseau, Hegel, Marx, Nietzsche, Durkheim, Simmel, Dewey), and the concepts seem to have a renewed relevance for critical social thought today. If the concept of social pathology refers to social suffering and to social maldevelopments that hinder individuals from leading a good and self-determined life, the concept of social crisis seems to be directed towards the "objective" side of the matter, that is: to dysfunctions and destructive tendencies within our social institutions and practices. On a deeper look, though, it becomes evident that the two dimensions cannot be separated from each other and that in dealing with these concepts we are confronted with conceptual problems on the level of social ontology as well as on the level of normative theory. The very fabric of the social is at stake when we assume that social formations can turn "pathological" or run into crisis.

The course will explore prominent instances of crisis and pathology-diagnosis in the European social philosophy of the last three centuries (Rousseau, Hegel, Marx, Nietzsche, Durkheim, Simmel, Dewey) while at the same time discussing its renewed relevance for critical social thought today.

GPHI 6555 Hobbes
Bernard Flynn
This seminar will consist of a close reading of Hobbes' Leviathan. We will read the Leviathan in the context of Hobbes' other writings and also in its relationship to the history of political philosophy. In addition we will consider Hobbes' political philosophy in the light of the relevant literature on his work, including works by Carl Schmidt, Leo Strauss and Jacques Derrida.

GPHI 6656 Contemporary Political Philosophy
Ross Poole
In this course, we will focus on a number of concepts that both play a key role in understanding contemporary political realities, and that have attracted innovative and exciting work by important contemporary philosophers. Most of the issues to be discussed will center around the conception of sovereignty. Concepts to be discussed might include: power and violence; the political (as distinguished from politics); the politics of space (borders, deterritorialization) and of time (social acceleration); the promise and limits of democracy. The aim of the course will be to provide an introduction to some of the best work in contemporary political philosophy.

GPHI 6516 Introductory Proseminar
Alice Crary
"This is a noncredit proseminar for first-year students; while it is not compulsory, it is designed to help new students make the transition to graduate study. To this end, we intersperse lectures from Philosophy department faculty with seminar discussions. Time is also devoted to the issue of academic writing and more general topics associated with being a new graduate student in the department.

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 6990 Independent Study

Spring 2016

GPHI 5406 Gender and its Discontents
Alice Crary, Laura Auricchio
This is the required core course for the university-wide graduate certificate in Gender and Sexuality Studies. The starting point for the course is the acknowledgement that sex- and gender-based modes of social organization are pervasive and, further, that their prominence and persistence gets reflected in sex- and gender-conscious research across the humanities, the arts, the social sciences, design and fashion, and studies dedicated to social policies and innovative strategies for social intervention. The main aims of the course are two-fold: (1) to provide a maximally in-depth survey of
influential theoretical approaches to sex and gender and, in addition, (2) to capture the significance of the different approaches by discussing them in reference to a range of historically salient and politically pertinent cases. This course will be offered for the first time in the spring of 2015. During its inaugural term, it will be specifically focused on crafting a narrative that explains the fundamental appeal of, while also bringing out disagreements among, many (or all) of the following theories of gender and sexuality: standpoint theory, object relations theory, theories of intersectionality, Marxian feminisms, French feminisms, poststructuralist theory, queer theory, gender skepticism, affect theory, analytic gender theory and transnational feminist theory. The syllabus will align theoretical approaches with illustrative cases taken from historical texts, works of art and visual or material culture and journalistic sources such as documentary films. Cases will include (but not be limited to) sexual harassment and assault, transgender experience, and issues of body image and fatness.

GPHI 5507 Embodied Cognition
Zed Adams
This seminar is an historical overview of work in embodied cognition (i.e., the view that the mind is essentially embodied and embedded), from its roots in the work of Maurice Merleau-Ponty and J.J. Gibson, through its development by Francisco J. Varela, Evan Thompson, Eleanor Rosch, and John Haugeland, to contemporary work by Andy Clark, Alva Noë, and Shaun Gallagher.

GPHI 5509 The Case of Critique
Alice Crary, Rahel Jaeggi
"This course is devoted to an investigation of the possibility of immanent critique. At issue are forms of criticism that start from conceptual resources of actual or historical social practices. Because these forms of criticism lack the socially transcendent reach claimed to by various familiar views that draw their main inspiration from Kant, they don’t qualify as ‘external’. Yet they are not merely ‘internal’ in a sense that would deprive them of genuine rational authority. Admittedly, the idea immanent critique, thus understood, is often taken to be no more than an illusion. With regard to Hegel and Wittgenstein, two philosophers who clearly treat our normative positions as practice-bound, it is often suggested that no critical approach that remains thus tied to practices can be genuinely authoritative. Yet it would not be implausible to claim that both Hegel and Wittgenstein are precisely concerned not with the impossibility of rational critique but rather with the possibility of a transformed image of what such critique is like. Exploring this possibility and its consequences – in reference to both Hegelian and Wittgensteinian traditions – is the task of this seminar."

GPHI 6039 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 6040 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 6041 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 5511 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 political philosophy for a long time under the heading of voluntary servitude, ideology or, more recently, domination. The aim of this seminar 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. We will proceed through a close analysis of key texts of Marxist feminism, anarchafeminism, psychoanalytic feminism, queer and postcolonial theory.

GPHI 5514 The Philosophy of Nature
Jay Bernstein
Human beings are emphatically natural beings, beings that are born, live out lives typical of their kind, procreate, and die. In this seminar we will be examining a range of philosophers who attempt to elaborate forms of non-reductive naturalism, that is, broad, biologically grounded theories the attempt to square humans being emphatically natural beings who emerged from evolutionary developments with the equally emphatic character of our non-naturalness, our being cultural and historical beings capable of forms of self-making. Along with in depth readings of Helmuth Plessner’s Levels of the Organic and Man, and Evan Thompson’s Mind in Life: Biology, Phenomenology, and the Sciences of Mind, we shall also address the philosophies of nature of Kant, Jacob von Uexküll, Hans Jonas, Michael Thompson, etc.

GPHI 5515 Juridicism
Daniel Loick
The term ‘juridicism’ refers to a problematic dominance of the law within Western cultural traditions. Citing juridicism means to claim that the legal form fundamentally colonizes the way in which we relate to ourselves, to others, and to the world so that our (inter-) subjectivity becomes deformed, distorted or deficient. Problematizing juridicism – a task that has only been performed very rudimentary by several rather disparate philosophical positions – is not so much about a critique of the injustice of law, for example, concerning the
Nancy Fraser, Rahel Jaeggi

GPHI 6141 Critiques of Capitalism
Althusser, Honneth, Zizek, and others).

place in Marx's work as a whole, and also as they have been
Revolution. These will be discussed, both in terms of their
Reification); Exploitation; Ideology; Freedom; State;
today. These will include: Alienation; Fetishism (and
Marx's thought and that continue to have a critical resonance

Ross Poole

GPHI 6133 Themes form Marx

the critique of capitalism. Responding both to the perceived
excesses of the cultural turn and to the spectacular rise of
neoliberalism, many critical theorists are now returning to the
concerns of Marx. But today's theories of capitalism do not
simply repeat earlier critiques of political economy. At their
best, rather, they incorporate the fruits of other recent
intellectual and political developments, including
globalization theory, postcolonial theory, governmentality
theory, feminist theory, and recognition theory. In this
seminar, we survey some of the most important critiques of
capitalism, both old and new. Readings by Marx, Weber,
Lukacs, Simmel, Polanyi, Habermas, Zaretsky, Mies,
Wallerstein, Harvey, E. M. Wood, Hardt & Negri, Boltanski
and Chiapello, Sennett, Jameson, Kovel, M. Davis, and
Callinicos, among others.

GPHI 6525 Philosophy of History
David Carr

The purpose of this course is to examine and evaluate
philosophers’ reflections on history. Philosophers have
discussed the meaning and direction of the historical process;
the explanation of historical events; the narrative coherence of
historical accounts; and the connection between experience
and history. Topics include the nature of historical time, the
epistemological significance of retrospection, and the role of
memory. Authors to be considered include: Kant, Hegel,
Marx, Nietzsche, Benjamin, Löwith, Arendt, Danto, Hayden
White and Ricoeur.

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 6587 Hegel’s Philosophy of Right
Richard Bernstein

This seminar will consist of a close reading of Hegel's
*Philosophy of Right*.

GPHI 6613 Husserl’s Logical Investigations II
James Dodd

This seminar is the second of a two-semester seminar on
Husserl's Logical Investigations. The first semester is
recommended, but not required. We will pursue a detailed
reading and analysis of Investigations V and VI, as well as
consider a number of revisions to the VI Investigation that
were written in the period after Ideas I (1913). The principal
concern of this part of the course will be to understand how
central, unresolved problems of the Logical Investigations,
such as the nature of intentional consciousness, the idea of a
descriptive psychology, the primacy of perception, and the
phenomenological conception of evidence remained the
driving force behind the development Husserl's
phenomenological philosophy throughout his career.

GPHI 6683 Hellenistic Philosophy
Cinzia Arruzza

According to the famous Epicurean “lazy argument”, if
somebody were to believe that he knows nothing, then he
would not have any reason to engage in any kind of action,
and he would die. Is the controversy about Skepticism a matter
of life and death? In this seminar we will read texts on
epistemology by Stoic, Epicurean and Skeptic philosophers.
We will first analyze issues such as the criteria for truth,
sensation, images, preconceptions, judgment, ignorance and
opinion, in Stoic and Epicurean epistemology. Then we will
focus on the critique of dogmatism and on the answer offered
to the problem of knowledge by the two currents of Ancient
Skepticism, Pyrrhonism and Academic Skepticism.

GPHI 6990 Independent Study
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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Faculty
Chair: Andreas Kalyvas, Associate Professor
Banu Bargu, Associate Professor
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science
Mark Frazier, Professor
Victoria Hattam, Professor
Anne McNevin, Associate Professor
James Miller, Professor
Jessica Pisano, Associate Professor
David Plotke, Professor
Sanjay Ruparelia, Associate Professor
Deva Woodly, Assistant Professor
Rafi Youatt, Assistant Professor

Affiliated Faculty
Andrew Arato, Dorothy Hart Hirshorn Professor of Politics and Social Theory
Michael Cohen, Director, Julian J. Studley Graduate Program in International Affairs
Alexandra Delano, Assistant Professor of Global Studies
Carlos Forment, Associate Professor of Sociology
Oz Frankel, Associate Professor of History
Ellen Freeberg, Associate Dean of Curriculum and Faculty Affairs
Lisa Huestis, Associate Professor, Humanities and Literature, Eugene Lang College
Sanjay Reddy, Associate Professor of Economics

Part-Time Faculty
Ross Poole, BPhil, 1969, Oxford University

Programs of Study
Most students enter the Department of Politics through the master of arts program. Students who have a related master of arts 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.

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/nsrr.

Master of Arts in Politics
For the MA in politics, students must complete 30 credits of coursework, including the Master’s Seminar (described below) and one course in research methods and must write an acceptable Master’s Paper. Entering students work with an assigned faculty advisor, who, together with the department student advisor, introduces them to the curriculum and helps each 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 three fields: political theory, American 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 field work. 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 9 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 3 credits for directed dissertation study, which is normally an independent study with a member of the faculty

Students may take up to 6 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.

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 year-long course meeting 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 research 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.”
Students who pass 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.

**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 economics except the oral examination and dissertation.

**Politics Courses**

For current course descriptions, visit the University Course Catalog online.

Most members of the faculty and many students pursue research that crosses the fields of concentration previously defined: Political Theory, American Politics, and Comparative Politics. Important topics such as immigration and citizenship, gender and politics, and the 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 2015–2016. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

**Fall 2015**

**GPOL 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.

**GPOL 5206 Freedom by Design: An Introduction to Modernity**
James Miller

Organized as a survey of texts and artifacts epitomizing core beliefs and practices typical of the modern world, even among contemporary critics of liberalism and capitalism, this seminar brings students with a primary interest in writing, publishing, and design together to explore a variety of themes and texts that epitomize some of the critical concerns of our age. A recurrent concern will be the paradox of trying to discern patterns in social interaction and history, and then, in accordance with these forms, to design a freer and more just society. Among the issues discussed are freedom and the ironies of institutional efforts to promote and protect freedom; emancipatory visions and the paradoxes of progress; the end of chattel slavery and European colonialism and the rise of subtle new forms of liberal subjugation; materialist views of human nature and the limits of rational freedom vis-a-vis animal instinct; the idea of the avant-garde and the picture of modern culture as a veiled civil war; the continuing challenges posed by power politics, total war, and totalitarianism. Among the authors read are Rousseau, Smith, Kant, Goethe, Olaudah Equiano, Madison, Robespierre, Condorcet, Hegel, Marx, Emerson, Nietzsche, Dostoevsky, Joseph Conrad, Freud, Darwin, Ernst Junger, Georg Lukacs, Marinetti, Tristan Tzara, Andre Breton, Kafka, Jean Amery, Walter Benjamin, Hannah Arendt, and Michel Foucault. The class in addition will be discussing various pieces of music and works of art, including several films.

**GPOL 5379 Inequality & 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.

**GPOL6022 Postcolonial & Feminist Theories of International Relations**
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; feminists, regarding men and women, 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 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 in this course we explore the theoretical and empirical research on social movements, defined as national-level collective mobilizations whose aim is political change. During the semester we examine and debate the range of scholarship across disciplines addressing the emergence, evolution, abeyance, acceptance, and political impact of social movements, 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.

GPOL 6133 Historiography & Historical Practice
Jeremy Varon
This seminar engages debates about what both history and historical representation are, while exposing you to a variety of kinds of historical writing. Our inquiry addresses fundamental epistemological questions: Is the past knowable or representable in any immediate or comprehensive sense? Is "objectivity" an achievable or desirable goal for historians? Do certain facts demand particular interpretations, or is historical material open to infinite possibilities for narrativization? How do the structures of language both enable and limit representational choices? Such questions will not exist for us in a vacuum. Rather, we will explore how historians have dealt with these questions in and through the works of history they have authored. Our survey of historical texts has a second purpose: to convey something of the breadth and variety of the discipline of history in terms of both the objects and methods of historical inquiry. Special attention will be given to works of history that incorporate varieties of critical theory and are particularly resonant with other disciplines in the social sciences. Finally, we will examine the political, moral, and cultural dimensions - whether explicit or implicit - of the whole enterprise of historical research and writing. Towards what end do we study history? How can history be both used and abused? What responsibilities to the present and the future do historians have? What is the sense of mission of the historian? This course should be taken during a student's first year in the Historical Studies program and may be taken to fulfill requirements in other programs.

GPOL 6300 MA Seminar, Power, Culture and Freedom
David Plotke
Why is it worthwhile to study politics? Should political knowledge be valued for its role in an active political and civic life? Should it be a way to achieve desired political and social ends? Or is it a professional and scientific project? With these questions in mind we analyze and debate basic concepts: power, action, culture and institutions, and freedom. We assess competing views of these concepts among political scientists and from economists and sociologists. Authors include Hannah Arendt, G.A. Cohen, Robert Dahl, Steven Lukes, Jane Mansbridge, Elinor Ostrom, John Rawls, Amartya Sen, Michael Walzer, Max Weber, and others. This course is required for M.A. students in Political Science and open to Ph.D. students in Politics. It is open to students in other Departments and programs.

GPOL 6349 Field Seminar Comp Pol
Martin 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 6384 Time and World Politics
Anne McNevin
What is the relationship between the conceptualisation of time and understandings of world politics? This course will investigate the temporal assumptions that sit behind contending approaches to world politics, drawing on mainstream, critical, and post-colonial forms of knowledge. Are different concepts of time informing these approaches?
incommensurable or is dialogue between them possible? As a way into these questions, the course will reflect on ideas in world politics that contain identifiable temporal elements, including, for instance: history, progress, emancipation, memory, innovation and logistics. The course will draw on a variety of interdisciplinary texts to consider the implications of time for thinking about the possibilities of politics and the politics of knowledge production.

GPOL 6410 Biopolitics
Banu Bargu
This course focuses on life and death in relation to power. Having been put into circulation most influentially by Michel Foucault’s innovative approach to power, biopolitics (and necropolitics as its double) concerns the ways in which we live and die have become objects of government and how the body has become a strategic site of power relations in modern society. The course aims to introduce different conceptualizations of biopolitics offered by contemporary theorists, such as Michel Foucault, Giorgio Agamben, Jacques Derrida, Achille Mbembe, Nikolas Rose, and Roberto Esposito, among others. The course will explore biopolitics through thematics such as the political meanings of the body; sovereignty and securitization; neoliberalism, risk, and infrastructure; racialization, alterity, and disposability; and performativity, transgression, and resistance. The course will also incorporate current and controversial examples of biopolitical significance. Some of the examples that will be discussed include humanitarian warfare, hunger striking, human shielding, commodification of the body, epidemics, and disasters.

GPOL 6424 Contemporary Political Philosophy
Ross Poole
The theme of this course will be Political Concepts (stealing the idea from the local journal of that name). It will focus in a number of concepts that (a) play a key role in understanding contemporary political realities, and (b) have attracted innovative and exciting work by leading theorists. Concepts to be discussed might include: the political (as distinguished from politics); the politics of space and time (including deterritorialization, social acceleration); power and violence; sovereignty; populism; the limits of democracy.

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 6458 History and Politics of Dictatorship
Andreas Kalyvas
The seminar examines the conceptual and political history of dictatorship from its Roman inception in the beginning of the fifth century BC to its nineteenth century diffusion and transformations. We will treat dictatorship as a central yet evolving borderline concept through which we can explore and interrogate the themes of emergency rule, state of exception, revolution, and the making of the modern state by emphasizing the relationship between power, sovereignty, law, sedition, war, and violence. The seminar also focuses on the justifications that have informed theories of dictatorship in an attempt to elucidate and reconstruct the broader paradigm of politics that became associated with this concept. Respectively, we will critically investigate the impact of the concept on the vocabulary of Western political theory, its association with the republican doctrine of power, its antagonistic relation to democracy, and the formation of an imaginary of security. We will read and discuss selections from the following authors: Polybius, Livy, Cicero, Dionysius of Halicarnassus, Appian of Alexandria, Dio Cassius, Machiavelli, Bodin, Grotius, Harrington, Sidney, Filmer, Hobbes, Pufendorf, Rousseau, Marat, Saint-Just, Robespierre, Babeuf, Jefferson, Hamilton, Blanqui, Marx, Bakounin, Donoso Cortés, Lenin, Kautsky, Schmitt, and Rossiter.

GPOL 6461 Visual/Spatial Politics
Victoria Hattam
The course will explore the ways in which visual and spatial contexts shape political possibilities. It will weave together two different themes and modes of exploration: On the one hand, we will assign analytic readings in which scholars and practitioners examine questions of visuality and space as sites of power both at the level of the state and everyday politics. On the other hand, a second dimension of the course shifts the mode of exploration from text to case studies. Cases might include the Gowanus Canal, the London Olympics, the Barclay Center, the Rockaways reconstruction. Students will be asked to examine modes of control and dissent in situ and to ask whether the process of design can shape the balance of political forces between competing positions. Throughout the course, students will be asked to consider how foregrounding the visual/spatial prompts us to rethink the political. How might visual and spatial material animate political change?

GPOL 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.

Spring 2016
GPOL 5200 U.S. Power & International Politics
David Plotke
For the last century the United States has usually been the most powerful country in the world – though it has faced powerful challenges. Important debates continue about the origins, dynamics, and meaning of American power. The terms used to describe relations between the U.S. are all contentious: empire, hegemony, leadership, unipolarity, and more. This course takes American power as a problem to be explained and a framework for analysis, for politics within the U.S. and for international life. With domestic politics, we will be particularly interested in the role of executive power over time. For international politics, we will focus on three important cases: the repeated American interventions in Iraq and the region in the last quarter century; the U.S. commitment to expanded and relatively open trade, as exemplified by NAFTA; and American relations with the EU and Russia after the Cold War. In political science, this course is at the junction of American politics and international relations (or global politics) and engaged with each. I start with the idea that both states and nonstate actors are gaining force to produce a thicker and more complex international politics. Authors include: Erica Chenoweth, Larry Diamond, Martha Finnemore, Emilie Hafner-Burton, Michael Hardt and Antonio Negri, E.J. Hobsbawm, John Ikenberry, Robert Keohane, Kathryn Sikkink, Stephen Skowronek, Alexander Wendt, Aristide Zolberg, and others.

GPOL 5250 Rethinking Capitalism
Sanjay Ruparelia
The purpose of this seminar is threefold. The first is to analyze the nature of capitalism as a distinctive social order. The second aim is to grasp the trajectory and ramifications of modern capitalist development by comparing and contrasting its major historical phases and similarities and differences in the advanced industrialized west and postcolonial south. The third is to explore the theme of alternatives: to examine major historical attempts, theoretically and practically, to limit, reconfigure or transcend the contradictions of capitalism in moments of crisis from past to present, and to assess their myriad consequences. The seminar addresses these issues by offering a range of lectures and discussions, taught by different faculty members, reflecting diverse intellectual traditions and disciplinary perspectives. Participating faculty include Sanjay Ruparelia (Politics), Julia Ott (History), Paulo dos Santos (Economics) and others.

GPOL 5332 Gender, Politics and History
Elaine Abelson
This seminar explores aspects of women’s history and the history of gender in the United States over the past two centuries. The course stresses the themes of difference among women and between women and men as a means of examining the social construction of gender and the logic of feminist analysis and activity. Students discuss the major themes in gender history, develop critical and analytical skills, and appreciate current and on-going theoretical (and controversial) debates. The course analyzes key conceptual and methodological frameworks as gender, class, sexuality, power, and race. Thematically organized, readings include both primary and secondary material. Students complete two papers and participate in student-led discussions.

GPOL 5610 Truth and Deception in Politics and the Media
James Miller
The concept of truth and the virtues of truth-telling have played a surprisingly paradoxical role in a variety of cultural settings. The seminar explores that role in literature, political theory, and in the practices of modern fact-finding institutions, including journalism. Readings include Oedipus Rex, The Republic by Plato, The Prince by Machiavelli, Hannah Arendt on lying, Jonathan Schell on Time of Illusions (an account of one journalist trying to get to the bottom of the Watergate Scandal in the 1970s), and philosophical works debating the value of truth, including works by Richard Rorty and Bernard Williams. We will look in some detail at the actions of Edward Snowden, and the media coverage of his NSA revelations, as an example of both truth telling and of a type of advocacy journalism scornful of claims to “objectivity.” In addition, the class will be joined for several sessions by a visiting investigative journalist, who will take about his or her experience in trying to discover the truth about a specific event.

GPOL 6132 Themes from Marx
Ross Poole
In this course, we will discuss that played an important part in Marx's work and that continue to have a critical resonance today. These will include: Alienation; Fetishism (and Reification); Exploitation; Ideology; Freedom; State; Revolution. These will be discussed, both in terms of their place in Marx's work as a whole, and also as they have been interpreted by 20th. and 21st. century theorists (Lukacs, Althusser, Honneth, Zizek, and others).

GPOL 6134 Historical Methods & Sources
Natalia Mehlman-Petk zu
Historical Methods and Sources is designed to orient students to historical inquiry and equip them to undertake the writing of an MA thesis on a historical topic. The course aims toward three specific learning outcomes: to develop fluency in several current models of historical practice; to develop the practical skills necessary for locating and interpreting primary historical sources; and to compose a proposal for an MA thesis. With these goals in mind, the midterm assignment is a 10-page "document collection" essay requiring students to collect, paraphrase, and contextualize five historical documents gathered from New York City-area libraries or archives. The final paper is a thesis proposal is a 15-page document sketching out the student’s topic and preliminary hypothesis, as well as the student’s sources and their locations. (Note: students from other social science or humanities disciplines may write a term paper with a significant historical component in lieu of an MA thesis proposal.) Weekly readings from the instructor's area of expertise (Latin American history) have been chosen to illustrate different genres and approaches in historical practice today. The course is emphatically not intended to be a survey of the historiography of Latin America, and can only offer a limited sample of important trends in the recent historiography of Latin America. Students’ written work will necessarily deal with topics from their own areas of research, which in most cases will not be Latin America. This course is the first of a pair of be taken during a student’s second year in the Historical Studies MA program. This course is also a requirement for PhD students who enter the joint doctoral program in Historical Studies without having been in a masters program at The New School for Social
Research. Students register for the Fall and Spring sections of the course separately. The Fall section of the course is a prerequisite for the Spring section. The course is open to Lang seniors with the instructor’s permission, and can serve as a venue in which senior history concentrators develop their thesis topics.

GPOL 6298 Field Seminar American Politics
Deva Woody
In the last several years American politics has been highly contentious, with deep differences among major political forces. The country is sharply divided in different ways, and strong social and political movements have shared the stage with parties and notable interest groups. This turbulent scene is the main subject of this course, which analyzes politics in the contemporary United States. We examine the main forms and themes of American politics - institutions, political action, political thought. In looking at recent developments (within comparative and historical frameworks), we focus on debates about the proper role of government and on problems posed by several kinds of inequality. The election of 2012 and the government shutdown of 2013 provide important reference points for our inquiries. This course is open to Ph.D. and M.A. students in Politics (and other Departments). It replaces the course previously titled "American Politics Field Seminar," and does not require an extensive prior familiarity with American politics.

GPOL 6433 Political Sensorium
Victoria Hattam and Ann Snitow
This seminar focuses on the multi-sensory nature of politics: touch, smell, sight, sound, and taste. All have considerable political force. How might appeals to the various senses shape the kinds of political identifications at work? Color has long been linked to politics via notions of regal purple, communist red, the orange revolution. What political work does color do? How does color compliment or challenge the parameters of politics expressed through voice and word? Similarly, music has been linked to protest and torture; might attending to the sounds of authority and dissent allow us to open new dimensions of these key political processes? More recently, anthropologists, designers, and a wide range of scholars across the humanities and social sciences have been conducting sensory research. We want to examine a blend of old and new work in order to broaden our conception of the political. Throughout the semester, the class will zigzag back and forth between theory and practice. We will draw on a wide-range of readings to explore the unspoken political. Classic texts on the unspoken political might include Sigmund Freud, Maurice Merleau-Ponty, Charlotte Perkins Gilman, the Situationists, Alan Kapro, Stuart Hall, Dick Hebdige, Douglas Crimp, Roslind Krauss, Ann Cvetkovich, Emily Thompson, and Alain Corbin. 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. The seminar is open to MA and PhD students as well as advanced undergraduates.

GPOL 6443 Political Economy
Victoria Hattam
Scholars and journalists alike are talking about the return of manufacturing to the United States. This shift goes under many names: “reshoring,” maker movements, sharing economies, co-locating design and production. Some go so far as to suggest that we are entering a third industrial revolution. Is that so? If yes, how are older models of making in the United States being challenged and rethought? Where are new forms of production taking place? And who is benefiting and losing from the changes at hand? Are workers’ rights being undermined? And what about more general questions of authority in these new sites of production? What political infrastructures are aiding or abetting different visions of economic change? How are zoning policies and state subsidies shaping the contours of work? How are relations between home and work, urban and rural being reconfigured? Are these changes just a tempest in a teacup or are they harbingers of major social change? What grounds might we use for making any such determination?

In this seminar, we read both classic accounts of nineteenth century industrialization as well as accounts of how production is changing now. Readings will be drawn from across the humanities, social science, and design. Adding design into our accounts of industrialization is key since the relations between design and production fueled 19th century industrialization and lie at the center of much economic change now. Throughout the seminar, we will ground our reading in specific sites of economic change. Students will be asked to select a place with which to engage the reading of the course. Local sites might include, but are not limited to, the following: Industry City; Manufacturing NYC; the Navy Yards; Atlantic Avenue; Brooklyn’s Community Board 8; Gowanus; and Long Island City. Students are also welcome to include sites from further afield in the United States or in other countries as well.

GPOL 6444 Critiques of Capitalism
Nancy Fraser and Rahel Jaeggi
After a period of relative neglect, theorists are again taking up the critique of capitalism. Responding both to the perceived excesses of the cultural turn and to the spectacular rise of neoliberalism, many critical theorists are now returning to the concerns of Marx. But today’s theories of capitalism do not simply repeat earlier critiques of political economy. At their best, rather, they incorporate the fruits of other recent intellectual and political developments, including globalization theory, postcolonial theory, governmentality theory, feminist theory, and recognition theory. In this seminar, we survey some of the most important critiques of capitalism, both old and new. Readings by Marx, Weber, Lukacs, Simmel, Polanyi, Habermas, Zaretsky, Mies, Wallerstein, Harvey, E. M. Wood, Hardt & Negri, Boltanski and Chiapello, Sennett, Jameson, Kovel, M. Davis, and Callinocos, among others.

GPOL 6468 Global Political Ecology
Rafi Youatt
This course will examine the relationship between ecology and politics, using the controversies surrounding biodiversity as its primary focus. First, we will explore the basic contours of biodiversity as an environmental political issue: what does biodiversity mean? What is causing biodiversity to decline at multiple scales, and what international political action has
been taken to prevent it from disappearing further? Second, we will examine the birth of the biodiversity sciences, focusing particularly on the dual roles of Western conservation biologists as natural scientists and political advocates. How were the key scientific and political concepts that constituted biodiversity formed and contested? What have been the political effects of the idea of global biodiversity on issues like the ownership of genetic information and the conservation of rainforests? What is at stake politically in thinking of biodiversity loss as a moment of emergency, crisis, and exception? Finally, we will examine some specific sites of political-scientific action, including the production of the global biodiversity census; the making of tropical biodiversity hotspots; and the rise of biocultural diversity as an organizing logic surrounding UNESCO World Heritage Sites.

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 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.

GPOL 7300 PhD Seminar
Andreas Kalyvas
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 year-long course for three credits, meeting every other week.
DEPARTMENT OF PSYCHOLOGY

The department was founded by pioneer Gestalt psychologist, Max Wertheimer, who came to The New School with 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
212.229.5727
Admission liaison: PsychLiaison@newschool.edu

Administrative staff
Janiera Warren, Department Secretary
Nichelle Horlacher, Clinical Secretary
Hannah Knafo, Shana Grover, Student Advisors
Martin Fagin, Student Advisor, CSD
Trisha Toelstedt, Director of Clinical Student Affairs
Christine Anderson, Center Coordinator, The New School-Beth Israel Center for Clinical Training and Research

Faculty
Jeremy Safran, Department Chair and Professor
Emanuele Castano, Department Chair, Professor and Director of the Cognitive, Social, and Developmental Psychology Program
Doris F. Chang, Associate Professor and Director of Graduate Studies (Fall 2015)
Christopher Christian, Assistant Professor and Director of the New School-Beth Israel Center for Clinical Training and Research
Wendy D’Andrea, Assistant Professor
Shai Davidai, Assistant Professor (starting Fall 2016)
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
Joan Miller, Professor and Director of Undergraduate Studies (on leave Spring 2016)
Lisa Rubin, Associate Professor and Assistant Director of Clinical Training
Herbert Schlesinger, Professor Emeritus and Senior Lecturer
Michael Schober, Professor and Associate Provost for Research
David Shapiro, Professor Emeritus and Senior Lecturer
Howard Steele, Professor and Director of Graduate Studies
Miriam Steele, Professor and Director of Clinical Training
Jennifer Talley, Assistant Professor and Assistant Director of the Mental Health and Substance Abuse Program
McWelling Todman, Associate Professor and Director of the Mental Health and Substance Abuse Program
Jason Clarke, Postdoctoral Fellow
Namrata Goyal, Postdoctoral Fellow
David Kidd, Postdoctoral Fellow

Steven Frenda, Postdoctoral Fellow
Hammad Sheikh, Postdoctoral Fellow
Mostafa Salari Rad, Postdoctoral Fellow

Part-time Faculty
Arthur Blumenthal, PhD, 1965, University of Washington
Andreas Evdokas, PhD, 1997, The New School for Social Research
James Root, PhD, 2001, The New School for Social Research
Andrew Twardon, PhD, 1993, The New School for Social Research

Visiting Faculty
Michele Miozzo, PhD 1996 University of Trieste, Italy; PhD 2000, Harvard University
Jack Saul, PhD 1983, Boston University

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

Barbara Baer, PhD
Howard Becker, PhD, Bronx VA Medical Center
Richard Berghold, Walter Reed National Military Medical Center
Silvia Birklein, PhD
Cyndy Boyd, PhD, University of Pennsylvania
William Howard Braun, PsyD, New York Psychoanalytic Institute
Ainsley Burke, PhD
Edith Cooper, PhD, Columbia Center for Psychoanalytic Training and Research
Jessica Del Vita, PhD, Fordham University Counseling Services
Jerry Finkelstein, PhD, The New School Counseling Services
Nancy Fleisher, PhD
Michael Fraser, PhD, Lincoln Medical Center
Maxine Gann, PhD
Michael Stuart Garfinkle, PhD
Jason Gold, PhD
Robert Gordon, PsyD, NYU Rusk Institute
Joyce Grad, PhD
Tiffany Haick, PhD
Regina Hund, PsyD, Pace University
Meghan M. Jablonski, PhD
Verna MacCornack, PhD

Paul Manheim, PhD, South Beach Psychiatric Center–Bensonhurst Outpatient Services
Lucy March PhD, North Central Bronx Hospital
David Markowitz, PhD, Mt. Sinai Services, Elmhurst Hospital Center
Alicia Mascho, PhD
Paul Mattis, PhD, ABPP-CN, LIJ Movement Disorders Neuropsychology Program
Andrew Merling, PhD, St. Luke’s-Roosevelt Addiction Institute
Catherine Mindolovich, PhD
Claude Monje, PhD
Tehela Nimmoody, PhD
Lauren Noll, PhD, South Beach Psychiatric Center-Baltic Street Outpatient Services
Nadine Obeid, PhD
Elizabeth Ochoa, PhD, Beth Israel Medical Center
Jean Okie, PhD, South Beach Psychiatric Center - Heights Hill Outpatient Services
Carla Pereyra D'Aiello, PsyD, Woodhull
Tanya Pospisil, PhD, Tewksbury Hospital
Bella Proskurov, PhD, South Beach Psychiatric Center–Mapleton Outpatient Services
Diana Punaales-Morejon, PhD, Columbia University Medical Center
Simon Rego, PsyD, Albert Einstein, Montefiore
Mark Reinecke, PhD, Northwestern Medical School
Paul Rhindress, PhD, Brooklyn VA NY Harbor Healthcare
Sally Robles, PhD, Brooklyn College Personal Counseling Center
James Root, PhD, Memorial Sloan Kettering Cancer Center Neuropsychology Externship
Shalini Sehgal, PsyD VA NY Harbor Healthcare System, Brooklyn Campus
Clarissa Slesar, PhD
Elizabeth Snipes, PsyD, Jewish Board of Family and Children’s Services (Relationships for Growth and Learning Division)
Robert Suher, PhD, South Beach Psychiatric Center--Fort Hamilton OPD
Susan Sussmann, PhD, Columbia University Medical Center
Susan Tross, PhD, St. Luke’s-Roosevelt Hospital Center
Andrew Twardon, PhD, St. Luke’s-Roosevelt Hospital Center for the Intensive Treatment of Personality Disorders (CITPD)
Mimi Ziegellaub, PhD, Jewish Board of Family and Children’s Services (Child Development Center)

Programs of Study
The New School for Social Research offers a general psychology master of arts degree that provides broad training in the major fields of psychology and the master of arts 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 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 (GPSY6100) 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 and 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 the Research MA oral examination are exempt from the PhD qualifying examination, and it is not required of them to take the Research Methods course. This creates an elective seminar option for students on the Research MA track.

MA Concentration in Mental Health and Substance Abuse Counseling
Completing the psychology master of arts degree in this specialized concentration offers early exposure to clinical material and fulfills the academic eligibility requirements to sit for the New York State Alcohol and Substance Abuse Counseling Certificate (CASAC) examination. The curriculum 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

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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. The New York State Office of Substance Abuse Services (OASAS) has created a new certification category, CASAC trainee 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 are thus immediately employable. One way to become a CASAC trainee is to complete the required and optional CASAC-relevant courses offered through the New School concentration.

Supervised clinical placements at various treatment agencies in NYC are available to qualified students enrolled in the Mental Health and Substance Abuse concentration. 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.

Harm Reduction Psychotherapy Certificate Program

This non-credit professional certificate program is designed for graduate students and professionals in the fields of psychology, social work, medicine, nursing, and psychiatry. The certificate program provides a comprehensive framework for conceptualizing and treating substance misuse and co-occurring disorders from an integrative harm reduction perspective. Knowledge gained through this program can be adapted and applied to a variety of other clinical settings, such as psychiatric hospitals, outpatient and inpatient treatment programs, substance abuse treatment centers, public health and advocacy agencies, harm reduction centers, and private practice.

The certificate program is made up of a two-course sequence. The first course is offered in the fall and the second during the spring, each course meeting weekly for two hours over 12 weeks. The curriculum includes lectures, experiential exercises such as role-play, case conferences, and opportunities for clinical supervision, along with direct contact with field experts. Those who successfully complete both courses will receive a certificate of completion. In addition, those who complete the program are also eligible for NY State OASAS-approved continuing education credits for CASACs. For more information about this program, please visit: www.newschool.edu/nssr/harm-reduction-psychotherapy-program.

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.

Applying to a PhD program

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 at the time of application and have completed both a research methods course and the non-credit Proseminar course. The applicant must identify a member of the faculty to serve as a thesis advisor and provide a personal statement of purpose. If the application is accepted, the department will appoint a dissertation committee and invite the applicant to sit for the qualifying examination.

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 were approved for transfer and assuming they successfully complete the other prerequisites for the PhD application (Research Methods, Proseminar, etc.).

PhD Qualifying Examination

Provisional admissions decisions are made in the spring semester prior to the scheduled PhD Qualifying Examination in psychology, which is given during the summer term. This comprehensive essay examination covers the history and systems of psychology and includes minor sections on experimental, social, personality, and developmental psychology. All examinees must complete the history, systems, and experimental sections and one other minor section of the applicant’s choice. Applicants must sit for the qualifying examination no later than one year from the date they receive permission to do so. Note: students in the Research MA track who can demonstrate sufficient progress on a master’s thesis may, at the discretion of the department, waive the qualifying examination.

Applicants for the Clinical Psychology track must meet some other requirements, which are described under the heading PhD Program in Clinical Psychology. Detailed requirements for admission to both PhD programs are also published in the “Psychology Student Handbook.”
Preliminary Dissertation Proposal and Defense
Students who pass the qualifying examination write a short preliminary proposal for doctoral dissertation research, no longer than 4–5 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: Preliminary Proposal Defense 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 6–10 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 review 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 pages double spaced) in length, including references, and should conform to APA format. For more information and advice about writing a dissertation, consult the “Psychology Student Handbook.” The student must defend and complete the written dissertation as described in the Academic Programs and Policies section of this catalog to be awarded the doctor of philosophy degree.

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 (Hirst, Mack, Schober, Castano, Ginges): 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, and social media, psychology of music, emotion, cognitive style and the cerebral hemispheres.

Social (Castano, Ginges, Hirschfeld, Hirst, Miller, Schober, Chang, Rubin): Faculty research centers on political psychology, culture and cognition, close relationships, and existential psychology, for example, dehumanization, conflict resolution, sacred values, essentialism and entativity, self-objectification, culture and norms of reciprocity, interpersonal motivation, the origins of racial categories, and immigration and cultural conflict.

Developmental (Hirschfeld, Miller, H. Steele, M. Steele): Faculty research centers on cognitive development, social cognition, social 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, and adoption and foster care, 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,
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, demonstrating competence in critical thinking about issues related to both scholarship and clinical work.

Students will learn research methods and statistics, and learn to carry out research and communicate research findings. Students will acquire knowledge in the breadth of scientific psychology, its history of thought and development, its research methods and its applications. Additionally, students develop knowledge and skills related to the proficient practice of interviewing, assessment, and diagnosis. Students acquire the skills to practice effectively with diverse others in assessment and treatment. Students become competent in practicing ethically and within legal bounds. Students 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 ADHD, the neurological 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, and 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.

The New School-Beth Israel Center for Clinical Training and Research

The New School offers excellent clinical training through a partnership with Center for Clinical Training and Research of Beth Israel Hospital New York City. For advanced practica, students can be placed in a wide range of agencies, all of which provide professional supervision. A practicum, designed to develop clinical competencies, is part of the curriculum for each year of coursework. Supervisors at sites that support student placements and internships consistently rate New School graduate students as among the best.

Acceptance 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 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 grade point averages in the 3.8 range.

The clinical program admits approximately 15 students per year. Clinical admissions procedures are detailed in the Psychology Handbook.
Average GPA of the successful MA applicant from 2008-2011 was 3.8.

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 yearlong externship seminars. Students also must progress through a series of clinical training placements at The New School-Beth Israel 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 academic and clinical practicum requirements and one year for the APA accredited pre-doctoral internship and completion of a dissertation.

Years 1-4 of the Clinical PhD Program
Year 1  Core clinical coursework and research
Practicum at the Beth Israel Center for Clinical Training and Research
Year 2  Coursework and research
First externship
Year 3  Coursework and research
Second externship
Year 4  Dissertation
APA accredited Internship

Students who are intent upon completing the degree within 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. The average time to complete has decreased from 7.75 years in 2003 to less than 6 years in 2011.

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

This link provides program admissions policies that allow students to enter with credit for prior graduate work:

www.newschool.edu/nssr/subpage.aspx?id=14106

While each individual case is unique, 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) at the end of this section in Appendix 1 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. There was an unusually high number of students in the 2009 graduating class who took 7+ years to complete the program. Students who are intent on completing the degree within 4 years generally are able to do so.

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 1 at the end of this catalog.

Please see Program Costs Table (Figure 6) in Appendix 1 at the end of this catalog.

PSYCHOLOGY COURSES
The following courses are offered 2015-2016. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

Fall 2015
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.

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.

**General Psychology (A-level); Substance Abuse**

GPSY 6101 Intro: Cognitive Neuroscience

TBD

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.

**General Psychology (A-level)**

GPSY 6107 Language and Thought

Michael Schober

This course surveys research on psycholinguistics, cognition, and the relation between language and thought. Topics include the psychological reality of grammars proposed by linguists; individual and dyadic processes in language planning, production perception, and comprehension; meaning, categorization, and knowledge representation; universals in language and thought. Cross-listed as LPSY 4556.

**Substance Abuse**

GPSY 6109 Intro 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 application 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 Intro Statistics & Research Design

Namrata Goyal

This course will provide a thorough introduction to research design, 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 PCs. 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, 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 NY State OASAS-approved CASAC training.

**Harm Reduction Psychotherapy**

GHR 0901 Harm Reduction Psychotherapy 1

Jenifer Talley, TBA

This graduate-level, non-credit professional certificate program is for licensed and license-eligible mental health and substance abuse practitioners and doctoral students seeking specialized training in integrative harm reduction theory and practice to enhance their credentials and further their career in this field. These courses will offer a comprehensive overview of integrative harm reduction psychotherapy along with guidance about how to apply this model in clinical settings with a variety of populations. Those who complete the courses will be eligible for NY State OASAS-approved continuing education credits for CASACs. Students eligible for this course must be officially admitted to the integrative harm reduction psychotherapy certificate.

**Research Methodology**

GPSY 6238 Research Methods

Joan Miller, Wendy D'Andrea, Howard Steele, Arien Mack

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 average.

**Research Methodology**

GPSY 6241 Qualitative Methods

Psychologists are increasingly recognizing the value of qualitative research, both to inform and enhance quantitative forms of inquiry, and as a meaningful form of inquiry in its own right. As qualitative methods gain a foothold in the field (e.g., establishment of a qualitative inquiry section within APA's Division of "Evaluation, Measurement, and Statistics," and the soon to be launched APA journal Qualitative
Psychology) pioneering students may find themselves lost in a field characterized by different language, and sometimes different logics, than that which they are accustomed. The course is designed to help students wishing to bridge this so-called "quantitative-qualitative" divide in psychology by providing an introduction to epistemological and methodological traditions in qualitative psychology; consideration of distinct ethical concerns; and the opportunity for "hands on" experience with qualitative research, including data collection, analysis, and report writing. As we survey common qualitative approaches in psychological research (e.g., grounded theory, discourse analysis, narrative analysis, phenomenological, and participatory action methods), we address shared and distinct evaluative criteria within and across these traditions. Note: this course does not fulfill the MA Research Methods requirement, and a research methods course in psychology is a recommended prerequisite.

**Clinical PhD Required Courses**

**GPSY 6271 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 non-patient 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 non-patient volunteer subjects. Prerequisites: GPSY 5152, GPSY 5153, and GPSY 6255; and successful admissions screening by the Clinical faculty; and passing part I of the PhD qualifying examination. Co-requisite: Course to be taken concurrently with GPSY 6275.

**Intermediate Courses and Seminars**

**GPSY 6274 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 6277 Clinical Theory & Technique 2**

Jeremy Safran

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. Prerequisite: successful completion of part I of the PhD comprehensive examination. Co-requisite: Course to be taken concurrently with GPSY 6271.

**General Elective Courses**

**GPSY 6314 Political Psychology**

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.

**GPSY 6325 Clinical Applications of Attachment Theory**

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 in 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, families including family preservation issues, post-adoption support, and foster care. Core required text: Steele, H. &amp; Steele,
Course should be sent to Miriam

Inquires about the possibility of registering for this course are directed to Miriam Steele.

General Elective Courses

6413 Trauma, Children and Politics
Jeremy Safran
The course aims 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 externship. 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 supervising, students will learn to negotiate the complexities of providing supervision in a group format where the needs and optimal learning format for all members of the group need to be taken into consideration. Readings: Falender, C. A. & Shafranske, E. P. (2004). Clinical Supervision: A Competency Based Approach. Washington, DC: APA publications. Ladany, N., Friedlander, M. L., & Nelson, M.L. (2005). Critical events in psychotherapy supervision. Washington, D. C.: APA. Frawley-O'Dea, M.G. & Sarnat, J. E. (2001). The supervisory relationship. New York: Guilford.

Clinical PhD Required Courses

GPSY 6347 Clinical Supervision & Consultation
David Shapiro, TBD
One, two, or three credits per semester.

GPSY 6350 Clinical Externship Seminar 1
David Shapiro, TBD
One, two, or three credits per semester.

GPSY 6351 Clinical Externship Seminar 2
Miriam Steele
One, two, or three credits per semester.

General Elective Courses

GPSY 6414 Autobiographical Memory and the Self
William Hirst
The self is construed in part around the memories people have of their past. This course explores the psychology underlying the encoding, representation, and retrieval of autobiographical memories and the ways these psychological principles bear on self-construal. Topics include infantile amnesia, trauma, ageing, and the manner by which personal memories and memories of historical events intersect.

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.

Spring 2016

General Psychology

GPSY 5102 Visual Perception
Arien Mack
This course provides an introduction to the area of visual perception and makes clear why perception is an important problem for psychologists and how top-down, cognitive-like processes, are essential to our perceptual experience. Among the questions to be considered are: The nature of our perception of form and of motion. What accounts for our ability to see the third dimension? What aspects of perception are innate? What role attentional processes play in perceiving? No prior knowledge of the field is assumed.

General Psychology

GPSY 5104 History & Systems of Psychology
Arthur Blumenthal
Great moments in modern psychological research and discovery stand upon a mountain of historical roots. This course describes and interprets those roots and their cultural contexts. It traces the development of differing systems of thought and the clashes between those systems. It reviews the tangled rise of modern psychology and gives samples of the detective work that expose some of this field's origin myths.
The course is in three parts: the classical roots, the 19th-century boom, and the 20th-century bust.

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 OASAS approved CASAC training.

Harm Reduction Psychotherapy
GHIR 0902 Harm Reduction Psychotherapy 2
Jenifer Talley, TBA
This graduate-level, non-credit professional certificate program is for licensed and license-eligible mental health and substance abuse practitioners and doctoral students seeking specialized training in integrative harm reduction theory and practice. This course builds on the information covered during the first semester of the certificate program and has an emphasis on the practical and clinical applications of integrative harm reduction psychotherapy. Specific topics include assessment and engagement skills, mindfulness-based interventions, goal-setting and treatment planning, motivation enhancement, moderation strategies, group therapy, working with trauma, psychopharmacology, working with adolescents and families, and increasing cultural competence. There will be opportunity for case presentations, role-playing, and supervision of clinical cases by the instructors. Those who complete the courses will be eligible for NY State OASAS-approved continuing education credits for CASACs.

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
Arien Mack, 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 average.

Developmental, Personality, Abnormal, and Social Psychology (B-level)
GPSY 6281 Development & Psychopathology
Miriam Steele
The goal of this course is to give you 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 consolidate the use of a keen critical eye in evaluating the study of development.

Developmental, Personality, Abnormal, and Social Psychology (B-level)
GPSY 6255 Assessment of Individual Differences
Doris Chang
This course is designed to provide a basic introduction to the field of psychological assessment. The term psychological assessment is used here in a broad sense to include the measurement of human skills or abilities, aptitudes, values, and aspects of psychological functioning such as intelligence, personality and psychopathology. We will examine reliability, validity, test construction, alternatives to self-report, cultural issues, test bias, and clinical assessment. By the end of the course, students will have the tools to critically evaluate and apply assessment instruments in specific research contexts. Students will complete a semester-long individual project involving the administration, statistical analysis (using SPSS), conceptual and psychometric evaluation of a psychological test. Prerequisite: GPSY 6133.

Clinical PhD Required Courses
GPSY 6272 Diagnostic Testing 2
Ali Khadivi, 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 6273 Diagnostic Neuropsychological Testing
James Root
This course will provide an introduction to the clinical application of neuropsychology and neuropsychological assessment. The course begins with an introduction to
domains of neurocognitive function and neuropsychological measures utilized in assessing domain-specific performance. In parallel with this content, students will be introduced to, and be taught to administer and score, core neuropsychological measures both in devoted class time as well as in sessions after class meetings. Syndromes associated with dysfunction in each cognitive domain and typical neuropsychologic and psychiatric disorders that a clinician may encounter in medical and psychiatric settings (e.g., specific focus on primary dementias, traumatic brain injury, attention deficit disorder, depression, etc.) will be discussed throughout the length of the course. Students will also be introduced to the role of a neuropsychologist, as both scientist and practitioner, in selecting, administering, and interpreting neuropsychological measures, as well as evaluating normative data. Cultural and social variables will be discussed in regard to their impact on assessment and interpretation of cognitive measures and in choice of appropriate normative comparisons. Students will practice test administration, scoring, and interpretation with non-patient volunteer subjects or patients referred from The New School Counseling Center.

Clinical PhD Required Courses
GPSY 6347 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 externship. 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 supervising, students will learn to negotiate the complexities of providing supervision in a group format where the needs and optimal learning format for all members of the group need to be taken into consideration. Readings: Falender, C. A. & Shafranske, E. P. (2004). Clinical Supervision: A Competency Based Approach. Washington, vDC: APA publications. Ladany, N., Friedlander, M. L., & Nelson, M.L. (2005). Critical events in psychotherapy supervision. Washington, D. C.: APA. Frawley-O’Dea, M.G. & Sarnat, J. E. (2001). The supervisory relationship. New York: Guilford.

Clinical PhD Required Courses
GPSY 6350 Clinical Externship Seminar 1
TBA, David Shapiro
One, two, or three credits per semester.

Clinical PhD Required Courses
GPSY 6351 Clinical Externship Seminar 2
Ali Khadivi
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
Substance Abuse
GPSY 6352 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 6350 and GPSY 6351; 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 SOASAS approved CASAC training.

Clinical PhD Required Courses
GPSY 6371 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 also deepen their awareness, knowledge and ability to work with a specific cultural group by conducting a series of experiential exercises, a group presentation, and focused reviews of the literature.

Clinical PhD Required Courses
GPSY 6396 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.

General Elective Courses
GPSY 6400 Conceptual Life of the Social
Lawrence Hirschfeld
This seminar is concerned with the ability that humans other social animals possess to interpret the behavior of others in terms of the nature and scope of the groups that constitute their social universes. A growing and multidisciplinary body of research addresses the development of this capacity in ontogenesis as well as its ancient evolutionary genealogy. The seminar explores a number of questions: What is the nature of this capacity? What is its natural history? How do nonhuman social species recognize and reason about the groups to which they affiliate and with whom they compete, and how does a comparative approach inform our understanding of the way humans think about sociality? The social landscape varies considerably across human cultures, how does the culturally specific content of group-based reasoning govern the capacity for such reasoning? What shapes the ontogenesis of human reasoning about groups and intergroup relations?

General Elective Courses
6408 Field Work in Political and Social Psychology
Jeremy Ginges
In this small seminar students will work cooperatively to engage in field research into political and cultural conflict in New York City. Participant will learn in an active way for to design research questions and hypotheses and how to conduct research out of the laboratory. Research undertaken will be part of a broader research program dealing with intergroup conflict. Students will therefore be asked to take part in weekly lab meetings, and to present and discuss research papers. Assessment will be based on participation in lab meetings and on a final research paper. Because this is by necessity a small class where students are required to have some background knowledge in social psychology and research methods, students interested in taking this course should contact the instructor for permission prior to enrolling.

General Elective Courses
GPSY 6415 Perceiving Others: Individuated and Category-Based Perception
Emanuele Castano

General Elective Courses
6418 GPSY Visual Attention and Perception

General Elective Courses
GPSY 6416 Advanced Seminar in Social Psychology
Emanuele Castano

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.
DEPARTMENT OF SOCIOLOGY

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 communities and debates worldwide.

The department’s core areas of research are defined as social inequalities; culture and politics; law, rights, and citizenship; historical and comparative sociology; and cities and publics. The curriculum emphasizes theoretically-informed ethnographic, historical, 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 preparation to study transformations of the present and future. Home to students, faculty, and visitors from many countries, the Department of Sociology is a vibrant hub of scholarship and intellectual life.

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Faculty
Co-Chair: Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory
Co-Chair: Jeffrey Goldfarb, Michael E. Gellert Professor (on leave Spring 2016)
Benoit Challand, Associate Professor
Carlos Forment, Associate Professor
Eiko Ikegami, Walter A. Eberstadt Professor
Elzbieta Matynia, Professor of Sociology and Liberal Studies
Virag Molnar, Associate Professor and Director of Undergraduate Studies
Rachel Sherman, Associate Professor and Director of Graduate Studies
Robin Wagner-Pacifici, University in Exile Professor
Terry Williams, Professor

Affiliated Faculty
Paolo Carpignano, Associate Professor of Media Studies, Schools of Public Engagement
McKenzie Wark, Professor of Culture and Media, Eugene Lang College

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 joint PhD degree in sociology and 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 sub-disciplinary 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.

MA Course Requirements
Students must successfully complete 30 credits of coursework (normally ten courses) with a cumulative grade average of 3.0 or better, of which 27 credits must be listed or cross-listed in Sociology. These must include:

Classical Sociological Theory, GSOC 5101
Historical Sociology, GSOC 5102
Contemporary Sociological Theory, GSOC 5061
Logic of Inquiry [methods], GSOC 5069

Students planning to continue at the PhD level are strongly advised to take the two introductory courses in their prospective areas of specialization.

Transfer Credit
Students who took graduate courses in sociology or a related social science 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**

There is no automatic entrance into the PhD program after completing the MA requirements. 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. (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 which is publishable, according to the judgment of the student’s committee.)
- Submit an email message from two faculty members from Sociology department sponsoring the applicant.
- Submit 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**

To be considered for direct admission to the PhD program with a master’s degree from another program, a student must pass the New School MA written examination in sociology and to take any additional courses needed to fulfill the New School’s course requirements for MA equivalency. After a student has been accepted to the MA program on an equivalency basis, he or she can apply to transfer up to 30 credits to New School PhD program. Transfer credit requests are evaluated based on grades, the relevance of the courses to the New School program, and the applicant’s score on the MA written examination.

**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 10th 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.

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 joint PhD in Sociology and Historical Studies will be examined in one sociology field and two history fields in history, 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 of whom are Sociology faculty members. 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 2015–2016. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

Fall 2015
GSOC 5004 Fundamentals of Urban Sociology
Terry Williams
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 5028 Concept of Culture
Elzbieta Matynia
"The preoccupation of many social thinkers with the phenomenon of ""culture"" long antedates J.G. Herder's remark that ""nothing is more indeterminatethan this word."" Still, a preoccupation with culture has been widely shared ever since - by historians, sociologists, and anthropologists. This seminar is addressed to those who are interested in the history of social thought, the sociology of knowledge, and studies of culture, and will explore the main debates surrounding the idea of culture and its development. Whether discussing the Greek notion of paideia, the Romantic ideal of genius, or the historiographic essays of the Annales historians of our own day, we shall trace the dynamics of two contrasting approaches to culture: the broadly empirical and anthropological approach, and the more narrowly normative and ""humanistic"" approach. The readings -- some of them passionate critiques of culture -- include works by Plato, Aristophanes, Vico, Rousseau, Herder, Goethe, Marx, Ferdinand de Saussure, Sigmund Freud, Fernand Braudel, J. Heurzina, Ernst Cassirer, Mikhail Bakhtin, Kwame Anthony Appiah, and Samuel Beckett. Cross-listed with Liberal Studies."

GSOC 5055 Interviewing Methods
Rachel Sherman
Although we will read a range of methodology texts and empirical studies, this workshop-style course is primarily a practicum in designing and conducting research based on in-depth interviews. Students will carry out a project, to include at least ten interviews, in the course of the semester; the final paper will be based on this research. A significant amount of class time will be devoted to the discussion of student work. Students are encouraged to come to the first class with ideas about what kind of project they would like to pursue.

GSOC 5069 Logic of Inquiry
Virag Molnar
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. For first-year MA students in Sociology only, except with permission from the instructor.

GSOC Classical Sociological Theory
Carlos Forment
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 four 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 6153 The Ghetto
Terry Williams
"This course will examine the ghetto as a social form and as a ""concept"" in the United States. We intend to explore the phenomenon as it moved from European cities to American Communities and became what might be described as a hyper-
 ghetto today. We will pay close attention to both the macro social forces that make a ghetto a place of contempt and the everyday aspects that makes it not only a livable space but one that thrives and survives in a multitude of micro social ways as well. We will explore how the social form came to exact such a distinct imprint on our collective imaginations.

GSOC 6100 Market Capital & Culture
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 6154 Theories of Publics
Jeff Goldfarb
In this course, we will analyze the question of public life from a variety of distinct sociological perspectives. We will start with the analysis of the structural transformation of the public sphere toward the analysis of the making of publics and spheres of publics. We will move from a consideration of the public as a specific site for rational deliberation, toward the analysis of other key cultural forms of public action: appearance, display, embodiment, contestation, competition and other forms of public action. We will then apply this analysis to a comparative examination of the mediated social interactions in social movements and institutions, addressing such issues as: race, ethnicity and nation, human rights, social traditions and collective memory, and social justice and economic life.

GSOC 6155 Sociology of Federalism and Pluralism
Andrew Arato
Federalism and legal pluralism are two fundamental ways of dealing with the problem of different life forms in society. Both have premodern and modern versions. The course will examine these two forms historically, focusing on empires and early federations, and normatively, in terms of contemporary options. In particular we will examine alternatives available during the break-ups of empires, secession and partition processes. We will draw on texts from historical sociology, sociology of religion, legal theory and political sociology.

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 6128 Islam and Authority
Benoît Challand
90 years after its abolition, the Caliphate has been revived a year ago in Iraq by an unknown Al-Qaeda contender with no formal religious credentials. The ISIS' leader's calls on all Muslims to accept his authority can be interpreted as the latest manifestation of a "crisis of authority" within Islam. While this notion of a crisis has been used time and over, it has also been criticized for its Eurocentric underpinnings ("Islam needs its own Reformation") or its oversimplifications ("a battle between fundamentalists and reformists"). This course, mixing lectures and seminar discussions, wants to assess how notions of authority and political power have been diachronically conceived and debated within Muslim majority societies and how we can make sense of current developments such as the spread of the group "Islamic State". Through a selection of texts written by Muslim intellectuals (J.-Al-Afghani, S. Qutb, A. Shariati, T. Ramadan) we will: discuss some of the most important debates on legitimacy and political authority within Islam; assess the challenges of "modernity" for Muslim-majority society at the turn of the 19-20th centuries; and analyze the re-arrangements generated by the creation of independent states in the 20th century and their possible collapse nowadays. Sociological theories on forms of authority, civility, autonomy, secularism, and social movements will provide a second strand of readings, aimed at offering analytical insights on ongoing social and political developments.

GSOC 6990 Independent Study

Spring 2016

GSOC 5061 Contemporary Sociological Theory
Benoît Challand
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 5077 Sociology of Law
Andrew Arato
The course first will consider the foundations of the discipline of sociology of law through the work of Weber and Durkheim. We go on to two contrasting legal theorists who try to define the meaning of law, juxtaposing sociological theories of law to a renovated legal positivism. (Ehrlich and Kelsen) We approach contemporary legal sociology from two sides: efforts at positive theory construction (Luhmann and
Habermas) as well versions of deconstruction (Foucault, Bourdieu, Derrida and Agamben). We end with a section on constitutions and constitution making.

GSOC 5102 Historical Sociology
Eiko Ikekami
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, Michael 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 5108 Culture & Inequality
Virag Molnar
The course will introduce students to contemporary debates about the relationship between culture and social inequality. It will start with a general overview of how key theoretical schools define culture (as power and ideology, as meaning, as a reflection of social structure etc.). In this part of the course there will be a strong emphasis on moving beyond a narrow definition of culture as arts and developing a broader understanding of the place of culture in the constitution of social reality. The second part of the course will explore the role of culture in reflecting, reproducing and challenging social inequalities in a wide range of empirical research areas, including cultural production and consumption, the construction of class, ethnic/racial and gender identity, social classification, subcultures, symbolic boundaries, and social movements. The last part of the course will address the cultural dimensions of social inequality in a global context focusing on the construction of national cultures and cultural difference.

GSOC 5006 Ethnographic Field Methods
Terry Williams
This course locates political sociology in relationship to political philosophy, the "science" of politics, and the political conceptions of Marx, Weber, and Durkheim. On the methodological level, we compare causal, purposive, and normative types of analyses of politics and elaborate the following concepts: power, collective action, violence, domination, influence, administration, law, legitimacy, association, representation, party, and organizations. Next, we deal with the histories of states and political organizations and, in modern society, the relationships to one another of state, political society, and civil society under regimes. The role of political and social movements in transitions among regime types is stressed.

GSOC 5005 Fundamentals of Political Sociology
Robin Wagner-Pacifici
This course locates political sociology in relationship to political philosophy, the "science" of politics, and the political conceptions of Marx, Weber, and Durkheim. On the methodological level, we compare causal, purposive, and normative types of analyses of politics and elaborate the following concepts: power, collective action, violence, domination, influence, administration, law, legitimacy, association, representation, party, and organizations. Next, we deal with the histories of states and political organizations and, in modern society, the relationships to one another of state, political society, and civil society under regimes. The role of political and social movements in transitions among regime types is stressed.

GSOC 51144 Discourse Analysis
Robin Wagner-Pacifici
This course provides the theoretical frameworks and the methodological tools to analyze social utterances, conversations, transcripts, and texts of a wide variety of kinds. Analysis will draw on socio-linguistics, conversation analysis, ethnomethodology, structuralism, critical legal studies and discourse analysis proper, among other approaches to articulate the relations between texts and contexts in social life.

GSOC 6125 Dissertation Pro-Seminar
Andrew Arato
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.

GSOC 6204 Neoliberalism
Carlos Forment
The aim of this seminar is to make sense of the ongoing debate over the general character and changing practices of neoliberalism, a subject that continues to attract, elude, and generate controversy among scholars in the human sciences. The course is divided into four parts. In the first, we explore the emergence of neoliberal doctrine during the inter- and post-war period, beginning with the German Ordo-Liberals of the 1930's, the members of the Mont Pelerin Society in the 1940's, and Milton Friedman and some of his colleagues in the Department of Economics at the University of Chicago in the 1950's, who went on to play a leading role in transforming Chile into a market-centered society. The second part of the course examines three of the most insightful and influential interpretations of neoliberalism: a.) Neomarxist-Financialization; b.) Foucauldian-Governmentality; and c.) Precarization-Disaffiliation. In the third part of this course we analyze a broad range of case studies of 'actually existing neoliberalism' that focus on some of its key aspects in order to understand how its policies and practices of financialization, governmentality, and disaffiliation are lived and transformed by citizens and stateless peoples from all walks of life in different parts of the world. In the closing section we review
some of the unresolved controversies that continue to divide scholars in the field. Although their disputes are expressed in 'methodological' terms, they are in large part motivated by ethico-political concerns that are seldomly discussed by them.

GSOC 5143 Sociology of Work & Labor
Rachel Sherman
This course will address the politics and organization of work during the 20th century and into the 21st. Topics include: historical transformations in work, including industrialization, globalization, and the rise of service, finance, and information technology; labor market issues including migration and discrimination; forms of managerial control and worker consent or resistance; and the role of labor unions and the state in shaping employment and shop-floor relations. We will look closely at manufacturing, service, and finance workplaces, primarily in the U.S., but with a comparative emphasis on Europe. We will also cover a number of important theoretical perspectives on work.

GSOC 6990 Independent Study
COMMITTEE ON HISTORICAL STUDIES

History is a field of inquiry essential to all human understanding. Recognizing that historical studies has 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 Committee on Historical Studies is closely linked with the programs of historical studies at 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.

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Committee Members
Chair: Federico Finchelstein, Professor of History
Elaine Abelson, Associate Professor of History
Laura Auricchio, Dean of School of Undergraduate Studies, Schools of Public Engagement, and Associate Professor of Art History
David Brody, Associate Professor of Art and Design Studies, Parsons School of Design
Oz Frankel, Associate Professor of History
Orit Halpern, Assistant Professor of History
Joseph Heathcott, Associate Professor of Urban Studies, Schools of Public Engagement
Eiko Ikegami, Professor of Sociology
Aaron Jakes, Assistant Professor of History
Natalia Mehlman Petrzela, Assistant Professor of History, Eugene Lang College
Julia Ott, Associate Professor of History
Jessica Pisano, Associate Professor of Politics
David Plotke, Professor of Politics
Claire Potter, Professor of History, Schools of Public Engagement
Ann-Louise Shapiro, Professor of History, Eugene Lang College
Ann Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies
Jeremy Varon, Associate Professor of History
Eli Zaretsky, Professor of History

Programs of Study

The Committee on Historical Studies 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 as a pdf on the website, www.newschool.edu/nssr (select Historical Studies from the Departments 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 and 60 double-spaced pages (65 pages is the maximum allowed). Students working on a thesis register for Independent Study under the supervision of the thesis advisor. The completed MA thesis must be submitted for review by two faculty members of the Committee on Historical Studies; the deadlines are April 1 for May graduation and November 15 for January graduation. MA theses that are found unsatisfactory may be revised and resubmitted.
**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 Committee on Historical Studies and the other PhD granting department. Applicants must provide the following materials to the secretary of the Committee on Historical studies: 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. 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 respectively.

**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 2015–2016. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

**Fall 2015**

GHIS 5156 History and Digital Media  
Claire Potter  
What is at stake for historians as we confront the power of computer technology and the opportunities presented by digital humanities methods? The preservation of new electronic archives provides evidence about the recent past on a scale, and in forms, that twentieth century scholars never imagined. Digitization of conventional archives, easily ported to our desktops, make historians responsible for managing rich archives that are largely hidden on hard drives and cloud servers. Avoiding technology is impossible; learning to use it to our advantage is critical to becoming a well-trained researcher and writer. Social media offers new opportunities and challenges for colleagueship, collaboration, and teaching. Most importantly, digital platforms, data mining, and mapping allow us to ask and answer big historical questions, tell new stories and speak to larger and more diverse audiences. As a field within the digital humanities, digital history represents a new phase in the modern history of the book, the history of reading and the history of the archive. In this course, we will learn about the digital tools that can advance our work as historians, and the new opportunities digital media offers: online collecting and archiving, telling stories through data mining and design; the ethics of online research and publication of primary documents; collaboration with multiple authors; open access publishing and navigating copyright in digital media environments.

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, dictatorships, 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 5237 Zone Infrastructure: Histories of Finance, Globalization, and Territory  
Orit Halpern  
A new form of global space is emerging—“the Zone”. Green zones, free trade zones, hi-technology corridors—these are but a few of the new types of territories that make up our contemporary world. Often linked to new forms of digital media, security and war, logistics, and economy these spaces demand study. They may be the future of urban life on earth.
This course will look at histories of zones, and study how globalization, technology, and economy are transforming the structure, form, and design of contemporary human settlements. Our study will stretch from piracy and colonial trading companies, to contemporary ubiquitous computing cities and free trade zones, to satellite systems. The course will be a part lab/part seminar. Students will be trained in softwares for spatial visualization and mapping, and will be encouraged to produce multi-modal and media presentations and final mapping projects. The course will thus introduce students to both research skills in history and with archives, as well as training students in basic web based presentation and the use of api’s for geographic and spatial analysis.

GHIS 5900 Masters Thesis Seminar
Julia Ott
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.

GHIS 6133 Historiography & Historical Practice
Jeremy Varon
This seminar engages debates about what both history and historical representation are, while exposing you to a variety of kinds of historical writing. Our inquiry addresses fundamental epistemological questions: Is the past knowable or representable in any immediate or comprehensive sense? Is "objectivity" an achievable or desirable goal for historians? Do certain facts demand particular interpretations, or is historical material open to infinite possibilities for narrativization? How do the structures of language both enable and limit representational choices? Such questions will not exist for us in a vacuum. Rather, we will explore how historians have dealt with these questions in and through the works of history they have authored.

Our survey of historical texts has a second purpose: to convey something of the breadth and variety of the discipline of history in terms of both the objects and methods of historical inquiry. Special attention will be given to works of history that incorporate varieties of critical theory and are particularly resonant with other disciplines in the social sciences. Finally, we will examine the political, moral, and cultural dimensions — whether explicit or implicit — of the whole enterprise of historical research and writing. Towards what end do we study history? How can history be both used and abused? What responsibilities to the present and the future do historians have? What is the sense of mission of the historian? This course should be taken during a student's first year in the Historical Studies program and may be taken to fulfill requirements in other programs.

GHIS 6990 Independent Study

Spring 2016
GHIS 5137 Histories of Capitalism
Julia Ott
This course is about the study of capitalism on the edge of the world economy. We study the questions that historians have asked about capitalism, and the different ways that they have tried to address these questions. Central issues and research questions include: What does capitalism look like on the edges of the world economy? How did it emerge and change over time in different areas? What cultural meanings have been attached to capitalism? What groups have participated (willingly or unwillingly) in capitalist development? How have people struggled against capitalist modes of production and accumulation? How do analyses of capitalism on the periphery add to our understandings of the world economy? How have different generations of historians approached the study of capitalism (and economies more broadly)? We also examine the major polemics, from debates over analytical frameworks to disagreements over methodology. Finally, we consider the political and ethical implications of the different interpretations and methods.

GHIS 5233 Gender, Politics and History
Elaine Abelson
This seminar explores aspects of women’s history and the history of gender in the United States over the past two centuries. The course stresses the themes of difference among women and between women and men as a means of examining the social construction of gender and the logic of feminist analysis and activity. Students discuss the major themes in gender history, develop critical and analytical skills, and appreciate current and on-going theoretical (and controversial) debates. The course analyzes key conceptual and methodological frameworks as gender, class, sexuality, power, and race. Thematically organized, readings include both primary and secondary material. Students complete two papers and participate in student-led discussions.

GHIS 5234 Fascism and Populism in History, Theory & Myth
Federico Finchelstein
This graduate course focuses on recent historical approaches to fascism and populism in modern and contemporary history and theory with special emphasis on the issues of dictatorship, political violence and the role of the mythical and the sacred in modern politics. The course deals with these themes from the perspective of Latin American and European history and theory especially in the cases of Argentina, Italy, Brazil, Mexico, Ecuador, Spain, Portugal, Greece, Venezuela and Germany.

GHIS 5235 Postcolonial History Big and Small
Aaron Jakes
There has been much talk among historians lately about a “spatial turn” within the discipline, and over the past few years, spatial concepts drawn from the field of critical geography have multiplied across the pages of historical monographs. But if choices of theoretical vocabulary and framework have in fact signaled new patterns of collaboration between historians and geographers, the underlying issues that this new trend seeks to address are less new. For the better part of the last fifty years, historians of the postcolonial world have been engaged in a protracted debate over the appropriate
geographic scale for scholarly inquiry. The long list of labels that can attach to a single region—Orient, Near East, Middle East, Third World, Arab World, Islamic World, developing world, global south, postcolonial world—attest to this often-implicit contest over spatial frames. This course is designed to introduce some basic concepts and important texts from critical geography that might usefully inform new areas of historical inquiry. But it also aims to enrich that conceptual apparatus by remapping some older scholarly debates in terms of their insights about questions of space, place, and scale. The monographs we read will focus largely on the modern Middle East and South Asia, but students of all regions and periods are welcome.

GHIS 5238 Historicizing Capitalism
Eli Zaretsky

GHIS 6134 Historical Methods & Sources
Natalia Mehlman-Petrzela

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.

GHIS 6990 Independent Study

GHIS 5900 Masters Thesis Seminar
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
- Literature, the Arts, and Aesthetics
- Criticism and Publishing
- Media and Culture

The program is designed for students who want to work on the quality of their prose while mastering new modes of serious inquiry either within an academic context or within the public sphere. Special attention is paid to the history of western thought, but courses also explore current developments in the intellectual life of the west and the world.

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
Office telephone: 212.229.2747
Admission liaison: libstdliaison@newschool.edu
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Faculty Members of the Committee
Chair: Dominic Pettman, Professor of Culture and Media, Eugene Lang College
Alice Crary, Associate Professor of Philosophy
Simon Critchley, Hans Jonas Professor of Philosophy
Oz Frankel, Associate Professor of History
Laura Frost, Associate Professor of Literary Studies, Eugene Lang College
Terri Gordon, Assistant Professor, Schools of Public Engagement
Noah Isenberg, Professor of Literary Studies, Eugene Lang College
Elizabeth Kendall, Associate Professor of Literary Studies, Eugene Lang College
Stefania de Kenessey, Professor of Music, Eugene Lang College
Paul Kottman, Associate Professor of Comparative Literature, Eugene Lang College
Elzbieta Matynia, Professor of Sociology
Inessa Medzhibovskaya, Associate Professor of Literary Studies, Eugene Lang College
James Miller, Professor of Politics and Liberal Studies
Gustav Peebles, Associate Professor and Chair of Social Sciences, Schools of Public Engagement
Hugh Raffles, Professor of Anthropology
Eugene Thacker, Associate Professor, Schools of Public Engagement
Gina Luria Walker, Associate Professor, Schools of Public Engagement
McKenzie Wark, Professor of Culture and Media, Eugene Lang College

Affiliated Faculty
Mark Greif, Associate Professor of Literary Studies, Eugene Lang College

Part Time Faculty
Melissa Monroe PhD, Stanford University
Jed Perl BA, Columbia University
Robert Boyers MA, New York University
Rachel Rosenfelt, BA Barnard College

Program of Study
The Master of Arts in Liberal Studies is designed to serve the needs of both traditional and nontraditional graduate students. Some students are developing careers in writing, journalism, or publishing; others are aiming for professions that benefit from a well-rounded knowledge base, such as the law; and some want to build a 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 simply want a richer engagement with the culture of our times, independent of any particular professional goal.

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 5301, Proseminar in Intellectual History and Cultural Studies, taken 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 5301, Proseminar in Intellectual History and Cultural Studies

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.
Literature, the Arts, and Aesthetics
The faculty in these areas includes scholars and critics with expertise in literature, theater, cinema, media, dance, and visual art. Some courses focus on specific art forms or movements, particular authors or artists, or theoretical problems, while others take a broader approach to a historical or aesthetic area of inquiry. Together, these courses investigate the history, philosophy, and ideology of literature and art and encourage students to connect these discussions to our concerns today.

Intellectual History and Modern Thought
Courses in this group enable students to develop an understanding of the ideas that have shaped our world, past and present. Some courses emphasize the deep historical background of our present time, and others look in more detail at the dominant ideas of the modern period.

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.

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 pressing questions about contemporary media and culture.

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 or a fresh interpretation or both based on primary sources in 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. 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 the 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 thesis 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, political science, sociology, anthropology, or historical studies 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, political science, sociology, or anthropology.

Other Guidelines
Grades 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 2015–2016. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

Fall 2015

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, focusing 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.

GLIB 5145 Women’s Intellectual History
Gina Luria Walker
Women’s Intellectual History complements and corrects the traditional narrative of Western thought by and about mainly men. We ask, what are the historical assumptions about the connections between women’s sexuality and their learning, beginning with the Ancients? What role did religion and “Natural Philosophy” play in facilitating or limiting women’s access to education? How did continuing debate over whether the mind “has sex” influence the cultural roles for which women should be educated? Was there a causal relation between la querelle des femmes and the diffusion of l’égalité des sexes, first proposed by Cartesian Poullain de la Barre? We examine the texts and contexts of earlier “learned ladies” that feminist scholarship has recovered over the past forty years: Enheduanna, Sappho, Diotima, Aspasia, Hypatia, early Christian martyr Vibia Perpetua, Hildegard of Bingen and her 12th century contemporary, Heloise, the erotic trobaritz, and Christine de Pizan’s political visions of a “City of Women.” We ask, did women have the same “Renaissance” as men? We read Tullia d’Aragona, Veronica Franco, and Gaspara Stampa, female humanists, “honorable courtesans,” and poets in 16th-century Venice who develop Neo-Platonist ideas of their own. We consider Elizabeth I of England as an Early Modern humanist “prince,” one of “the monstrous regiment of women” rulers in Europe, and beacon of Early Modern women thinkers. We scrutinize new critical perspectives, for example, an enlightened “republic of women,” to elucidate disputes in current theory and historiography about a lineage of earlier “feminists” and what we have inherited from them.

GLIB 5509 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. 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 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 comprehension 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.
Despite in some general sense granting the novel an important aftermath of World War II. That, at least, is that some
thought and moral skepticism. Our aim will be to explore the various still widely accepted strains of deconstructivist
declaration, the point is plausibly connected with the influence of
development that the novel was presumed to serve. Thus
twentieth century oblige us to abandon the image of moral
modernism. Alternately, theorists claim that the horrors of the
space for formal experimentation demanded by artistic
terms, so that it becomes a worry about the exhaustion of the
philosophical, aesthetic, and economic formulations about
history and culture in the West. These readings will form the
basis of class discussions designed to help students think
through major critical paradigms and a variety of
methodologies associated with Liberal Studies at the New
School: an intrinsically interdisciplinary approach to
intellectual history and critical thought. Tracing the long arc of
significant statements on love and sexuality will serve to
highlight certain continuities and ruptures in our own self-
portraits concerning human nature and culture. Specific
themes, topics, and key terms will include mythopoetic origin
stories of love, courtly love, strategies of love, seduction,
autofection, Eros/Thanatos, melancholia, ars erotica/scientia
sexuallis, libidinal economies, fetishism, the repressive
hypothesis, gendered dialectics, jouissance, queer love, liquid
love, mediated desire, and desiring machines. Please note:
This course is open to all graduate students throughout The
New School, though due to space restrictions, non-NSSR
students must email the professor, Dominic Pettman,
pettmand[dot]newschool[dot]edu, for permission to register.

GLIB 6112 The Fate of the Novel
Alice Crary
The novel is dead, having sustained mortal wounds in the
aftermath of World War II. That, at least, is that some
prominent literary critics and theorists would have us believe,
despite in some general sense granting the novel an important
role in the intellectual and moral formation of individuals. The
death sentence is sometimes formulated in purely aesthetic
terms, so that it becomes a worry about the exhaustion of the
space for formal experimentation demanded by artistic
modernism. Alternately, theorists claim that the horrors of the
twentieth century oblige us to abandon the image of moral
development that the novel was presumed to serve. Thus
stated, the point is plausibly connected with the influence of
various still widely accepted strains of deconstructivist
thought and moral skepticism. Our aim will be to explore the
different suggestions about the fate of the novel that are at
play here. Course readings will include selections from the
writings of philosophers (e.g., Cavell, Derrida, Diamond,
Habermas and Nussbaum) as well as literary theorists and
critics (e.g., Franzen, Roth, Trilling, Vidal, Wallace and
Wood) whose work has been central to these conversations.
Philosophical and theoretical readings will be complemented
by a small selection of novels.

GLIB 6125 Mysticism
Eugene Thacker & Simon Critchley
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

GLIB 6130 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.

GLIB 6990 Independent Study
GLIB 6991 Internship

Spring 2016
Spring 2016

GLIB 5135 Politics and the Novel
Robert Boyers
It’s no secret that novels often deal with political events. In
fact, some of the most famous novels—by Henry James,
Joseph Conrad, Fyodor Dostoyevski and others—have been
Described as “political novels,” though writers themselves frequently object to that language, arguing that it is not the business of serious fiction to adopt political positions or to promote an ideology. One of the best writers of political fiction in the country today is Russell Banks, who recently argued that books with a “program,” books designed to sell a political idea or to make things seem more black or white than they are, cannot be good books. An example? Though he approves of the point of view at the heart of Harriet Beecher Stowe’s famous anti-slavery novel, Banks said, “I would not like to have written Uncle Tom’s Cabin,” a notoriously simple-minded and “mawkish” work. This course in “Politics and the Novel” is designed to help us explore what differentiates a fully successful political fiction from a more one-dimensional novel. We will focus on masterworks with a clear interest in political issues. In studying a variety of such novels we will consider such questions as the relation between fact and fiction, the status of ideas in works of fiction and the ways in which writers manage to achieve the variegated and complexity we hope to discover when we read a novel—especially when the novel is invested in political issues. We will also ask what readers are required to know about the places and situations in which political fictions are set. The works to be studied are as follows: --Franz Kafka, IN THE PENAL COLONY --Ingeborg Bachmann, MALINA --Milan Kundera, THE BOOK OF LAUGHTER & FORGETTING -- Pat Barker, REGENERATION --Chinua Achebe, THINGS FALL APART --Michael Ondaatje, ANIL’S GHOST -- Nadine Gordimer, BURGER’S DAUGHTER --V.S. Naipaul, A BEND IN THE RIVER --J.M. Coetzee, DISGRACE -- Claire Messud, THE WOMAN UPSTAIRS --Russell Banks, THE DARLING --Orhan Pamuk, SNOW Students in the course will prepare a substantial term paper and write a final examination on the final scheduled day of the course. The exam will suppose that students have read and mastered at least nine of the dozen texts assigned in the course.

GLIB 5146 Women in the Avant-Garde
Terri Gordon
This course examines the pivotal role of women in the European avant-garde movements of the 20th century. Women are often seen as the models and muses of their male contemporaries in the groundbreaking movements of the 20th century. Yet they were also creators and pioneers in their own right. In this course, we study the multiple ways in which women contributed to the 20th-century vanguard, the personal and political stakes involved in forging new territory in art and culture, the pain and suffering that often attended their revolutionary efforts, and the artistic legacies they have left. Themes include the nexus of art and politics, sexuality and gender violence, war and madness, and suffering and creativity. We study Italian futurism, German expressionism, Dada, surrealism, and other movements at the vanguard of European culture, politics, and art. The course covers the literary genres of poetry, prose and drama and the artistic genres of painting, photography, collage and photomontage. We also read "founding" documents, such as manifestoes and political tracts. Writers and artists include Leonora Carrington, Mina Loy, Sophie Taeuber-Arp, Claude Cahun, Hannah Hoch, Frida Kahlo, and Unica Zurn. Theoretical texts by André Breton, F.T. Marinetti, Tristan Tzara, and Walter Benjamin.

GLIB 5144 Reading and Writing the Other
Neil Gordon
This course will use several key works by W.G. Sebald as an analytic optic to consider the question of the challenge of writing the experience of the ethnic, political, or gendered other. We will pose the question of how we understand the subjective experience, and in particular the lived political experience, of the other through three modes of narrative: eyewitness journalism (with its inherent challenges of objectivity and political acuity); long-form journalism (and the polemic, political perspectives that characterize it); and finally, fiction, in which the depiction of the lived political and historical experience of the other is explored through the particular freedom and peculiar rigor of the sympathetic imagination. We will interrogate the perspicacity of these three discursive forms and seek an original insight into the capacity of each to assume and illuminate the viewpoint of the other, concluding on the question of whether it is possible that, as Lynn Hunt suggests, fiction lies at the origin of our very conception of human rights (The Invention of Human Rights) and contains, as Sebald suggests (“An Attempt at Restitution”) the possibility of moral restitution for political horror. Students will be afforded the opportunity to study these ethical questions imbedded in the grammatical mechanics of journalistic and fictional discourse and to practice their insight in exploring subjectivity, point of view, and imagination in either critical writings or their own fiction.

GLIB 5523 Thinking in Exile: The Global Greenwich Village, 1939-1968
Mark Greif
In World War II, the New School gave shelter to groups of emigre anti-Nazi and Jewish scholars both from Germany (the “University in Exile”) and France (“the École Libre”). These thinkers from abroad cross-pollinated with representatives of local milieux (Deweyan, Boasian, theological, Greenwich Village bohemian) to produce a unique culture connecting the social sciences, political philosophy, literature, and the visual arts, one which left its stamp on the rest of the twentieth century. This course uses the émigrés and the careers of some of their most lasting figures (Hannah Arendt, Claude Lévi-Strauss) as an entry point to conceptualize models of global intellectual and literary interchange possible today. Texts may include philosophical essays, scientific papers, journal issues, novels and stories, as well as memoirs and biographies. Disciplinary approaches include the literary, historical, and sociological. By the end of the course, the student should have gained a grounding in the postwar decades as well as inspiration for the future. Authors may include Arendt, Lévi-Strauss, Broch, Dewey, Boas, Niebuhr, Strauss, Löwith, C. Shannon, Camus, and a secondary literature from scholars in the sociology of knowledge and “new sociology of ideas.”

GLIB 5650 Aesthetics: Literature & the Arts
Paul Kottman
This course will consider how modern literature and artworks (and philosophical-critical responses to art) manifest deep reservations and dis-satisfactions with modern ‘bourgeois’ or ‘capitalist’ forms of life. Many of these concerns have become all too familiar over the past century -- social alienation, inequality, ironic detachment, cultural nihilism, critiques of the ‘culture industry.’ We’ll then consider the extent to which
these concerns are justified, or whether "the legitimacy of (something like bourgeois) modernity" seems any more defensible from our own vantage point today, in light of various social and artistic developments over the last century. Readings/works: Flaubert, Nietzsche, Adorno, Ellison, Beauvoir; Manet, Cézanne, Chaplin, Richard Yates.

GLIB 5700 Thinking Technology
Eugene Thacker

GLIB 5889 Mapping the Human: Between Animals and Machines
Dominic Pettman
This course explores definitions of the human in two intertwined contexts: 1) in an increasingly technological society, and 2) in relation to the (other) animals that we class and dismiss as non-human. What is human? What is /not/ human? These questions have been asked, explicitly and surreptitiously, in different ways and in different epochs, usually by those who write and act in the human subject's name. As with many slippery categories, we may have difficulty arriving at a solid definition; however, we feel confident that we are in the presence of "humanity" when we see it, or interact with it. The human comes in many conceptual types: ontological, ethical, political, biological, cultural, etc. It is thus a revealing task to "map" the human on to key texts and sites in contemporary society, in order to better understand the myriad assumptions "we" have inherited from the past. This course is a vigilant questioning of fixed modes of categorization (taxonomy), especially those subliminal binaries we take so much for granted. The syllabus reflects a belief that the /form/, /structure/, /deployment/ and/presence/ of media are as crucial to understanding and reconfiguring "culture" than distanced, would-be objective readings of assumed /content/. Nevertheless, the content of humanity -- "the species without qualities" -- will be also at issue during our discussions. Works studied include Giorgio Agamben's The Open: of Man and Animal; Harold Bloom's Invention of the Human; Bruno Latour's A Collective of Humans and Nonhumans; plus additional works by Norbert Wiener, Donna Haraway, Glen A.Mazis, Marshall McLuhan, F.T. Marinetti and Friedrich Kittler.

GLIB 6301 Proseminar in Intellectual History and Cultural Studies
Melissa Monroe
This course is required of all students in Liberal Studies. Students must have a thesis advisor and an approved thesis topic before they can register. An intensive workshop for students writing a master's theses, the proseminar 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 writings and meet the challenge of refining and revising a scholarly essay.

GLIB 6990 Independent Study

GLIB 6991 Internship
CREATIVE PUBLISHING AND CRITICAL JOURNALISM

A unique venture, Creative Publishing 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 non-fiction 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 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
Office telephone: 212.229.2747
Chair: James Miller, millerje@newschool.edu
Staff: Rachelle Rahme, Senior Secretary

Faculty Members of the Committee
Chair: James Miller, Professor of Politics & Liberal Studies
Robert Boyers, Part-time Faculty, Liberal Studies
Juliette Cezzar, Assistant Professor of Communication
Design, School of Art, Media, and Technology, Parsons
Mark Greif, Assistant Professor of Literary Studies, Eugene Lang College
Noah Isenberg, Professor of Culture and Media, Eugene Lang College
Melissa Monroe, Part-time Faculty
Jed Perl, Part-time Faculty
Hugh Raffles, Professor of Anthropology
Rachel Rosenfelt, Part-time Faculty

Course Requirements, Credits, and Grades
The master's candidate must successfully complete 30 credits. There are three required core courses, and one required elective; for the remaining six courses, students can access to faculty across The New School, in order to design an individual path of study. A grade average of no less than 3.0 is required.

Transfer Credit
A maximum of three credits taken at another university may be granted toward the credit requirement for the master’s degree. 27 credits must be completed at The New School for Social Research. Forms for requesting transfer of credit are available in the University Records Office.

Core Program
- Creative Publishing & Critical Journalism: an Introduction
- Design & the Future of Publishing
- Multi-Media Publishing, Production, and Writing Lab
- One writing-intensive elective course
- 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 adviser 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 a 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 or the Schools for Public Engagement -- 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.
Other Guidelines

Grades 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.

Creative Publishing & Cultural Criticism Courses

The following courses are offered in 2015–2016. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

Fall 2015

GPUB 5001 Creative Publishing & Critical Journalism: an Introduction
James Miller, 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 nineteenth 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; with site visits to The New York Times, Vice, Penguin/Random House, Gawker Media, Dissent &c.

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, focusing 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.

GPUB 5200 Freedom by Design: An Introduction to James Miller
Organized as a survey of texts and artifacts epitomizing core beliefs and practices typical of the modern world, even among contemporary critics of liberalism and capitalism, this seminar brings students with a primary interest in writing, publishing, and design together to explore a variety of themes and texts that epitomize some of the critical concerns of our age. A recurrent concern will be the paradox of trying to discern patterns in social interaction and history, and then, in accordance with these forms, to design a freer and more just society. Among the issues discussed are freedom and the ironies of institutional efforts to promote and protect freedom; emancipatory visions and the paradoxes of progress; the end of chattel slavery and European colonialism and the rise of subtle new forms of liberal subjugation; materialist views of human nature and the limits of rational freedom vis-à-vis animal instinct; the idea of the avant-garde and the picture of modern culture as a veiled civil war; the continuing challenges posed by power politics, total war, and totalitarianism. Among the authors read are Rousseau, Smith, Kant, Goethe, Olaudah Equiano, Madison, Robespierre, Condorcet, Hegel, Marx, Emerson, Nietzsche, Dostoevsky, Joseph Conrad, Freud, Darwin, Ernst Junger, Georg Lukacs, Marinetti, Tristan Tzara, Andre Breton, Kafka, Jean Amery, Walter Benjamin, Hannah Arendt, and Michel Foucault. The class in addition will be discussing various pieces of music and works of art, including several films.

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. 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.

GPUB 6990 Independent Study
GPUB 6991 Internship

Spring 2016

GPUB 5002 Design and The Future of Publishing
Juliette Cezzar
This course is specifically designed to bring together two types of students: 1) those who have a background in critical reading and writing but no extensive experience in design and 2) those who have a background in design but no extensive experience in writing and publishing. We will begin with a critical survey of the transmission of written communication from Gutenberg to the present to get up to speed, and in the second half of the semester we will discuss contemporary issues that cross design and publishing through an analysis of contemporary books, magazines, and periodicals across both printed and digital platforms, with a particular focus on the relationship between form and content. The seminar will be the underpinning of a hands-on studio course, where students will get a working introduction to typography, image, layout, sequence, and order, with the aim to design and publish in interdisciplinary teams, both printed and digital, by the end of the semester.

GPUB 5135 Politics and the Novel
Robert Boyers
It’s no secret that novels often deal with political events. In fact, some of the most famous novels—by Henry James, Joseph Conrad, Fyodor Dostoyevski and others—have been described as “political novels,” though writers themselves frequently object to that language, arguing that it is not the business of serious fiction to adopt political positions or to promote an ideology. One of the best writers of political fiction in the country today is Russell Banks, who recently argued that books with a “program,” books designed to sell a political idea or to make things seem more black or white than they are, cannot be good books. An example? Though he approves of the point of view at the heart of Harriet Beecher Stowe’s famous anti-slavery novel, Banks said, “I would not like to have written Uncle Tom’s Cabin,” a notoriously simple-minded and “mawkish” work. This course in “Politics and the Novel” is designed to help us explore what differentiates a fully successful political fiction from a more one-dimensional novel. We will focus on masterworks with a clear interest in political issues. In studying a variety of such novels we will consider such questions as the relation between fact and fiction, the status of ideas in works of fiction and the ways in which writers manage to achieve the variousness and complexity we hope to discover when we read a novel—especially when the novel is invested in political issues. We will also ask what readers are required to know about the places and situations in which political fictions are set.

GPUB 5410 Reading/Writing The Other
Neil Gordon
This course will use several key works by W.G. Sebald as an analytic optic to consider the question of the challenge of writing the experience of the ethnic, political, or gendered other. We will pose the question of how we understand the subjective experience, and in particular the lived political experience, of the other through three modes of narrative: eyewitness journalism (with its inherent challenges of objectivity and political acuity); long-form journalism (and the polemic, political perspectives that characterize it); and finally, fiction, in which the depiction of the lived political and historical experience of the other is explored through the particular freedom and peculiar rigor of the sympathetic imagination. We will interrogate the perspicacity of these three discursive forms and seek an original insight into the capacity of each to assume and illuminate the viewpoint of the other, concluding on the question of whether it is possible that, as Lynn Hunt suggests, fiction lies at the origin of our very conception of human rights (The Invention of Human Rights) and contains, as Sebald suggests ("An Attempt at Restitution") the possibility of moral restitution for political horror. Students will be afforded the opportunity to study these ethical questions imbedded in the grammatical mechanics of journalistic and fictional discourse and to practice their insight in exploring subjectivity, point of view, and imagination in either critical writings or their own fiction.

GPUB 5510 Thinking in Exile: Greenwich Village, 1939-69
Mark Greif
In World War II, the New School gave shelter to groups of emigre anti-Nazi and Jewish scholars both from Germany (the “University in Exile”) and France (“the École Libre”). These thinkers from abroad cross-pollinated with representatives of local milieux (Deweyan, Boasian, theological, Greenwich Village bohemian) to produce a unique culture connecting the social sciences, political philosophy, literature, and the visual arts, one which left its stamp on the rest of the twentieth century. This course uses the émigré and the careers of some of their most lasting figures (Hannah Arendt, Claude Lévi-Strauss) as an entry point to conceptualize models of global intellectual and literary interchange possible today. Texts may include philosophical essays, scientific papers, journal issues, novels and stories, as well as memoirs and biographies. Disciplinary approaches include the literary, historical, and sociological. By the end of the course, the student should have gained a grounding in the postwar decades as well as inspiration for the future. Authors may include Arendt, Lévi-Strauss, Broch, Dewey, Boas, Niebuhr, Strauss, Löwith, C. Shannon, Camus, and a secondary literature from scholars in the sociology of knowledge and “new sociology of ideas.”

GPUB 5610 Truth, Deception, & Self-Deception in Politics, Philosophy, & the Media
James Miller
The concept of truth and the virtues of truth-telling have played a surprisingly paradoxical role in a variety of cultural settings. The seminar explores that role in literature, political theory, and in the practices of modern fact-finding institutions, including journalism. Readings include Oedipus Rex, The Republic by Plato, The Prince by Machiavelli, Hannah Arendt on lying, Jonathan Schell on Time of Illusions (an account of one journalist trying to get to the bottom of the Watergate Scandal in the 1970s), and philosophical works debating the value of truth, including works by Richard Rorty and Bernard Williams. We will look in some detail at the actions of Edward Snowden, and the media coverage of his NSA revelations, as an example of both truth telling and of a type of
advocacy journalism scornful of claims to “objectivity.” In addition, the class will be joined for several sessions by a visiting investigative journalist, who will take about his or her experience in trying to discover the truth about a specific event.

GPUB 6001 Multimedia Publishing, Production and Writing Lab
Rachel Rosenfelt
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. 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, helping 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. This course is open to all students, but permission is required by emailing the instructor, Rachel Rosenfelt: rosenfrd[at]newschool.edu

GPUB 6990 Independent Study
GPUB 6991 Internship
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.

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
Ph.D. Visual and Cultural Studies, University of Rochester

Alice Crary
Associate Professor of Philosophy
Ph.D. Philosophy, University of Pittsburgh

Steering Committee

Elaine Abelson
Associate Professor, History and Urban Studies
Ph.D. American History, New York University

Hazel Clark
Professor of Design Studies and Fashion Studies
Ph.D. History of Design, University of Brighton, England

Jasmine Rault
Assistant Professor, Culture and Media
Ph.D. Art History and Communications Studies, McGill University

Lisa Rubin
Associate Professor of Psychology
Ph.D. Clinical Psychology, Arizona State University

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

Affiliated Faculty

Laura Auricchio
Dean of School of Undergraduate Studies and Associate Professor of Art History
Ph.D. Art History, Columbia University

David Brody
Associate Professor of Design Studies
Ph.D. American Studies, Boston University

Colette Brooks
Associate Professor of Theater and Writing
M.F.A. Drama, Yale University

Katayoun Chamany
Associate Professor of Biology
Ph.D. Molecular and Cell Biology, University of California at Berkeley

T.L. Cowan
FemTechNet Chair of Experimental Pedagogies
Ph.D. English Literature, University of Alberta

Marilyn Cohen
Part Time Assistant Professor
Ph.D. Art History, Institute of Fine Arts, New York University
Tracy Ehrlich  
Part Time Assistant Professor  
Ph.D. Art History, Columbia University

Jennifer Firestone  
Assistant Professor of Literary Studies  
M.F.A. Creative Writing, San Francisco State University

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

Jessica Fripp  
Postdoctoral Fellow in Material and Visual Culture  
Ph.D. Art History, University of Michigan

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

Terri Gordon  
Associate Professor of Comparative Literature  
Ph.D. Comparative Literature, Columbia University

Francesca Granata  
Assistant Professor, Fashion Studies  
Ph.D. 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  
Postdoctoral Fellow in Fashion Studies  
Ph.D. London College of Fashion, University of the Arts, London

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

Laura Y Liu  
Assistant Professor, Urban Studies  
Ph.D. Geography, Rutgers University

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

Ricardo Montez  
Assistant Professor of Performance Studies  
Ph.D. Performance Studies, New York University

Elizabeth Morano  
Part-Time Assistant Professor  
MA Visual Culture: Costume, New York University

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

Dominic Pettman  
Professor of Culture and Media  
PhD, English and Cultural Studies, University of Melbourne

Claire Potter  
Professor of History  
Ph.D. History, New York University

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

Rachel Sherman  
Associate Professor of Sociology  
Ph.D. Sociology, University of California at Berkeley

Ann Snitow  
Associate Professor, Literature and Gender Studies  
Ph.D. Literature, University College London

Eva von Redecker  
Visiting Heuss Lecturer  
PhD Candidate, Philosophy, Humboldt University

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

Maxine Weisgrau  
Part-time Assistant Professor, International Affairs  
Ph.D. Anthropology, Columbia University

Tiphanie Yanique  
Assistant Professor of Writing  
M.F.A. Creative Writing, University of Houston
ACADEMIC POLICY AND 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, 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.

Higher Education General Information Survey (HEGIS) numbers are: Anthropology 2202, Economics 2204, Global Political Economy and Finance 2204, Historical Studies 2299, Liberal Studies 4901, Philosophy 1509, Politics 2207, Psychology 2001, Clinical Psychology 2203.00, and Sociology 2208.

Subject to strict limitations, a student may be admitted to take courses in the division without being admitted to candidacy for a degree, and admission to study is not equivalent to admission to degree candidacy. 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. General requirements for earning a degree are described below. Specific departmental requirements may differ. 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 should petition the registrar 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.

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.

ACADEMIC TRANSCRIPTS

An official transcript carries the registrar’s signature and The New School’s 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.

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 divisions, and these courses are likely to admit more undergraduate students than courses not cross-listed. 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/bachelors-masters/

INTER-UNIVERSITY 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 division, 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 Student 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 consortium 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-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.

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 departmental student advisors. Student advisors are advanced students who assist newer 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 April and November). 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. Students are additionally responsible for meeting department/program academic requirements in order to remain in good academic standing in their program.

**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 incompletes, are coordinated through Student Academic Affairs. Students should consult the relevant sections of this catalog for details; it is the student’s responsibility to know the requirements of study in The New School for Social Research and to meet them.

**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 Student Academic Affairs, require written consent of the chair of the new department involved and Student Academic Affairs. The courses applicable toward the new program are determined at that time.

**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.

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 Student 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 Student Academic Affairs. (Exception: BA/MA students—see Bachelor’s/Master’s Options below.)

**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. A student can apply to have external credit transferred generally after satisfactory completion of a minimum of six credits in the student’s major field of study.

**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 after completion of one semester.

Individual departments may have slightly different rules, possibly more restrictive, regarding transfer credit, but the ten-year rule applies to all. See department sections of this catalog and department handbooks for details.

**Transferring Credits**

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

**CHANGES OF STATUS**

Applications for a change of status for students from an MA to an MS program, or to change from PhD to PhDC status within the same department must fill out a petition. Petitions can be found online.

For students who wish to change status from MA to PhD, a petition must be filed to accompany their internal application to the PhD. If they receive formal acceptance into the PhD, the student’s status will be changed to PhD.

International students need to notify International Student and Scholar Services when a change of status has been approved by their academic program chair.

**DEGREE COMPLETION TERM LIMITS AND EXTENSIONS OF TIME**

Students must complete degree requirements within 5 years for the master’s degree. Term limits for the PhD are: 10 years at The New School for Social Research. The time limit for the PhD includes completion of requirements for the master’s degree. Beyond these time limits, students are not permitted to register unless an extension of time is obtained.* Extensions of time may be granted based on a petition submitted by the student to the Office of Student Academic Affairs and assessed by the student’s academic department. To petition, the student must outline work completed toward the degree and a plan for completion of the degree. If the extension of time is not granted, the student will 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.

A committee consisting of the department chair, the dissertation committee chair, and the assistant dean will review pending dismissal cases and determine, on a case-by-case basis, whether special circumstances warrant granting additional time extensions. 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 expected to remain in continuous residence and are therefore 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 to audit courses can remain matriculated by registering for Maintenance of Status, or else they should apply for a leave of absence (see above). 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. For fall semester waiver: Students who have completed all requirements before the last day to drop a course for the fall semester and graduate in January are not required to maintain status for the fall semester. For spring semester: Students who anticipated a January graduation but did not complete the requirements until the beginning of the spring semester can request that the maintenance of status requirement for spring semester be waived if they complete the degree requirements before the last day to drop a course. Students who wish to waive maintenance of status should contact the Office of Student 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. Course equivalency credit is granted for specific activities approved by the student’s academic program. Approval is indicated by an authorized signature, usually of a faculty advisor. The student registers for equivalency as for a course, and normal registration policies and deadlines apply. There is no tuition charge for
equivelency 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 course work 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 (see above) 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.

**Leaves of Absence**

Students in good academic standing may petition for a leave of absence. Students taking a leave of absence should meet with the Academic Affairs officer in their school and complete the official Exit Form. Leaves of absence are typically approved for one or two semesters, depending on the curriculum and academic requirements of the program. Recipients of student loans should note that a leave of absence constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or eligibility for student deferment. They should consult Student Financial Services when contemplating taking a leave of absence. International students on F1 and J1 visas normally fall out of status during the period of a leave and must return to their home countries during the leave; international students should consult International Student and Scholar Services when contemplating a leave of absence.

For students at The New School for Social Research, approval by the student’s academic advisor, department chair, and Student Academic Affairs is required and is based upon the good academic standing of the student and the reasons supporting the leave request. First-year students at The New School for Social Research must obtain special permission from the assistant dean to go on leave.

Academic records for students on leave are maintained in accordance with the relevant drop and withdrawal deadlines, and refunds are calculated in accordance with the university refund schedule.

Students may not complete work toward their degree while on leave of absence. Students are not required to register to maintain status while on a leave. Students may not graduate in a semester when they are on leave. Time spent on leave of absence will not apply toward degree time limits. A maximum of four semesters’ leave throughout a student’s entire period of study at The New School for Social Research may be granted. Leaves cannot be granted retroactively.

Leaves of absence for medical reasons require appropriate documentation. Students taking a leave of absence for health reasons must contact Student Health Services after completing the Exit Form with the student's advisor if the student is enrolled in the student health insurance plan and wishes to remain enrolled while on leave. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to resume study. Upon receipt of this documentation, the Office of Student Support will make a decision as to the student’s eligibility to return. A registration hold will be in effect until the student receives clearance to return.

If unable to return to study as planned, the student must contact their Academic Affairs Officer immediately to request an extension of their leave.

A leave of absence does not stop the clock on deadlines for making up grades of incomplete. A student who chooses to take an incomplete in a course remains responsible for meeting all deadlines specified by the university’s grades policy. Students who face unusual circumstances or who have been approved for a medical leave of absence may appeal for special extensions. See this catalog’s section on Grades for the policies on incompletes.

**Withdrawal from a Degree Program**

A student who wishes to withdraw from a program of study at the university must meet with the academic affairs officer in his or her division and complete the official Exit Form. Academic records will be maintained in accordance with the relevant drop and withdrawal deadlines, and refunds will be calculated in accordance with the University Refund Schedule. Students who withdraw and later wish to return to the university must apply for readmission.

**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**

Students who are dismissed from their degree program may petition to the Office of Student Academic Affairs to reverse the decision by filing a formal, written appeal. The appeal should be sent to:
All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission.

Appeals must contain the following information:

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

Reenrollment

Students who have failed to register for one, two, or three semesters may petition through Student 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 director 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. (For grade appeals, see “Grades and Records in this catalog.”)

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 for review.

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 AND LATENESS

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

Grades and Grading

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.

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<tr>
<th>Grade</th>
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<tr>
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<td>B-</td>
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Grades and Records in this catalog.
The following grades are not figured into the grade-point average:

W = Official Withdrawal
Z = Unofficial Withdrawal
I = Temporary incomplete
IE = Incomplete extended
N = Permanent Incomplete
P = Pass (credits count toward degree)
U = Unsatisfactory (credits do not count toward degree)
AP = Approved (non-credit certificate)
NA = Not approved (non-credit certificate)
GM = Grade not reported

Grade of W
The grade of W may be issued by the Registrar'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 Student 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).

- 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. 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.

### 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 “diploma 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.
UNIVERSITY POLICIES AND PROCEDURES

ADMISSION

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 US 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 students with comparable master’s degree can apply for direct entry to a PhD program. In the Department of Psychology, students who already hold a comparable master’s degree or have at least 18 transferable credits may apply for advanced standing in a master’s program and seek acceptance to the PhD program after fulfilling remaining course requirements in residence at The New School for Social Research.

Prospective students may attend a New School for Social Research information session or to meet individually with an admission counselor. See Admission Events on the website for dates and contact information: www.newschool.edu/admission

Office of Admission

Division Liaison
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
e-mail: 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
Merida Escandon, Director, SPE Graduate Programs
Courtney Malenius, Director, Parsons School of Design
Graduate Programs
Anita M. Christian, Assistant Director, Graduate Programs
Sharon Greenidge, Assistant Director, Graduate Programs
Sarah VanHorn, 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, add your name to our mailing list or contact The New School Graduate Admission Office at socialresearchadmit@newschool.edu

Readmission

Previously matriculated students who fail to register for four semesters or more must apply for readmission if they wish to enroll again. Please contact the Office of Admission for application instructions. If readmitted, students must pay the 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 http://www.newschool.edu/nssr/download-application-materials/

Regular admission policies and deadlines apply.

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 website, www.newschool.edu/nssr/admission. Prospective students who encounter difficulties with the online application should contact enroll@newschool.edu. The list of materials required for application and instructions for applying for New School for Social Research programs can be found on the university web site at http://www.newschool.edu/nssr/us-citizens-permanent-residents/. International applicants should also refer to www.newschool.edu/nssr/internationalapplicants/.

All applicants who are U.S. citizens or permanent residents and who received their bachelor’s degree within the five years immediately preceding the date of submission of their applications are required to take the Graduate Record Examination (GRE) published by the Educational Testing Service, Princeton (ETS), NJ. Only the General Test is required. 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. US 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 fall semester and October 15 for 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 15 for the next fall semester. Applications completed after January 15 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. Admitted students who wish to petition for a deferral must send an email or letter to, the director of admission, stating the reason why they need to postpone their enrollment. Petitions are reviewed on a case by case basis, and replies are sent by e-mail.

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 not 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.

**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 the website at www.newschool.edu/admission. Guidelines of the American Association of Collegiate Registrars and Admission Officers and of NAFSA: Association of International Educators are followed in determining eligibility for admission of students holding degrees from foreign institutions.

**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 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 ISSS 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 send the required supporting documents as a single PDF file to iss@newschool.edu. If you do not have access to email, you can fax or mail the documents, but this may delay processing. For more information visit www.newschool.edu/international-student-services/prospective-students.

**Demonstration of English language proficiency**

All applicants 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 (ibt) Test of English as a Foreign Language (TOEFL). In lieu of the TOEFL international applicants may take the International English Language Testing System (IELTS) published by the British Council, or the PTE, published by Pearson. A minimum aggregate score of 7 on the IELTS, or 68 on the Pearson PTE is required for application review.

**Exemptions:** International applicants 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 demonstrate English language proficiency. 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.

Questions regarding the English language proficiency requirement should be directed to the Office of Admissions. Applicants who seek exemptions on other grounds must petition the Office of Admissions.

**English Language Writing Diagnostic Examination:**

Entering international students, regardless of their score on any of the English language proficiency examinations mentioned above, must take The New School for Social Research’s Writing Diagnostic Examination before they can be permitted to complete enrollment. The test is administered during orientation week, and for those who arrive late 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, 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 who are for other reasons exempted from the English language proficiency tests mentioned above must nonetheless take the Writing Diagnostic Examination.
Visiting Students

Every year, The New School for Social Research accepts a small number of highly qualified scholars enrolled in graduate programs outside the United States as visiting students. 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 and 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 on The New School web site at [http://www.newschool.edu/nssr/visiting_students/](http://www.newschool.edu/nssr/visiting_students/). Forms for applying for visiting student admission can be downloaded from [http://www.newschool.edu/nssr/download_application_materials/](http://www.newschool.edu/nssr/download_application_materials/).

All transcript, 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. 

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 on the web site at [http://www.newschool.edu/nssr/non-degree-students/](http://www.newschool.edu/nssr/non-degree-students/). The application form can be downloaded from [http://www.newschool.edu/nssr/download-application-materials/](http://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). Non-degree students register for courses through Academic Affairs, NSSRAcademicAffairs@newschool.edu once they are approved by the Admissions Office.

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 evaluation as other students in graduate-level courses. They may audit one course a term, but only if they also take at least one course for credit in the same term. An Audited course counts toward the 3-course limit to which a non-degree student is subject. Non-degree students have full privileges at New School libraries, 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.

Bachelor’s/Master’s Dual Degree Options (BA/MA)

Qualified undergraduate students at any division of The New School may, with permission of advisors from both divisions, take selected graduate-level courses for credit toward their bachelor’s degrees. Students at Eugene Lang College and the Schools for Public Engagement Bachelor’s Program for Adults and Transfer Students can accelerate the process of earning a master’s degree in anthropology, economics, philosophy, politics, psychology, sociology, historical studies, or liberal studies at The New School for Social Research by entering a combined bachelor’s/master’s program. For more information about possible degree combinations, visit [www.newschool.edu/bama](http://www.newschool.edu/bama).

A grade of 3.0 or above is required to transfer swing credits for any course. In no other case will graduate credit be awarded retroactively for graduate-level courses taken as an undergraduate.

TRANSFERRING CREDITS FROM OTHER INSTITUTIONS

The New School accepts transfer credits from regionally-accredited institutions at the discretion of the department. Coursework from non-regionally-accredited institutions is evaluated on a case-by-case basis, and students may be asked to provide course syllabi, portfolios, and other pertinent documentation.

Evaluation of transfer credit for graduate students is handled through their academic department or program. A Transfer of Credit Petition must be submitted after a student has matriculated at The New School. Once the student’s department has approved the petition, the registrar’s office will post the transferred credits to the student’s transcript. Normally, courses approved for transfer cannot be used to meet specific area of study requirements. The New School does not transfer grades or grade points from other schools. 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.

Students can review their approved transfer credits and correlation to degree requirements in DegreeWorks, the online degree audit tools accessible through MyNewSchool.
REGISTRATION AND RECORDS

The Registrar’s Office registers students for classes, charges tuition and fees, processes course changes and withdrawals, maintains academic records, and processes graduation petitions.

Registration Procedures

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

Students are notified by their academic department or program of specific dates for advising and registration for their program. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing degree students register in April for the following fall term and in November for the following spring term.

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

Student Financial Services emails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered and will not receive credit for courses not appearing on the schedule. New students registering over the summer for their first-semester classes are e-mailed 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 do not register or who do not make payments by the stated deadlines (see below) will incur late fees. Deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition or late fees, or for failure to submit vaccination forms).

Registration Holds

In the event that a student fails to satisfy requirements for advising documentation or payment, the appropriate university office will place a hold preventing further registration. Students should check MyNewSchool at least two weeks prior to registration to see if any holds have been placed on their account.

MyNewSchool will indicate the type of hold and the appropriate office to contact to resolve the hold. The deadlines for completing registration will not be extended because of delays in clearing holds, and students will be subject to any applicable late fees.

Full-time and Half-time Status

For NSSR degree students, full-time status is defined as enrollment in a minimum of 9 credits per semester. Half-time status is defined as enrollment for a minimum of 6 credits per semester.

Students with loans or tuition grants from external sources, including New York State undergrad aid awards, are 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.

Adding, Dropping, and Withdrawing from Courses

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted through MyNewSchool. No course change is effective until this step is complete. There is a financial penalty for dropping classes once the second week of the term has begun. However, if a student adds equivalent credits on the same day, the penalty is waived. See the University Refund Schedule for more information.

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

Adding a course: through 2nd week of semester. Note: late-starting courses may be added after the deadline with advisor’s permission. Changing status in a course (credit or audit, grade or pass/fail): through 2nd week of semester

Dropping a course (deleted from student’s academic transcript): through 5th week of semester

Withdrawal with a grade of W noted on academic transcript (academic penalty) after the 5th week of semester up until the 12th week of the semester.

Note: Online courses may have different deadlines; refer to the registrar’s website for details.

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

Pass/Unsatisfactory Option

Graduate students have the option of taking certain courses on a pass/fail basis. Instead of a letter grade, a grade of Pass (P) or Unsatisfactory (U) will be assigned. Grades of P and U are not included in the cumulative grade point average. To take a class pass/unsatisfactory, a petition approved by the course instructor must be filed by the student with the Registrar’s Office by the semester’s “add” deadline. The petition cannot be filed retroactively. Note: often a grade of P is not valid for core course requirements.

Auditing Courses

A graduate student who wishes to audit a course (attend classes without receiving a grade or academic credit) must register for the course as an auditor. There is a fee for auditing
Refund Schedule and Policies

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

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

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

University Refund Schedule for Degree Students

<table>
<thead>
<tr>
<th>When course is dropped</th>
<th>% of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before semester begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within first week of semester</td>
<td>100%</td>
</tr>
<tr>
<td>Within second week of semester</td>
<td>80%</td>
</tr>
<tr>
<td>Within third week of semester</td>
<td>50%</td>
</tr>
<tr>
<td>Within fourth week of semester</td>
<td>40%</td>
</tr>
<tr>
<td>Within fifth week of semester</td>
<td>20%</td>
</tr>
<tr>
<td>After fifth week of semester</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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

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

Students receiving federal financial aid who withdraw officially or unofficially from all classes are subject to a Title IV recalculation of aid. Federal aid eligibility is re-determined based on the student’s last date of attendance in class, using a proportional calculation through 60 percent of the payment period. Title IV recalculations may result in the loss of all or some federal loans and federal grants. Students subject to recalculations 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.

FINANCIAL INFORMATION

Tuition and fees information per term for the 2015-2016 academic year can be found on the Registrar’s website at http://www.newschool.edu/registrar/tuition-and-fees/.

Tuition is charged per credit.

- The 2015–2016 tuition for courses at The New School for Social Research is $1,950 per credit.
- The charge to maintain status is $1,240 per semester.
- The fee to audit a course is $90 per credit.

Most courses require the purchase of books. In some cases, students will incur additional costs for necessary materials or equipment.

All registered students must pay the University Services Fee of $130 per academic term. This fee covers registration services, ID, access to libraries and university computer centers, among other services. A fee of $8 per semester supports the Student Senate.

In fall and spring terms, students are charged the Health Insurance Fee ($1,213 for Fall; $1,786 for Spring) and the Health Services Fee ($325 per semester). Graduate students may waive these fees by completing the Online Waiver form by the waiver deadline. For more information, visit www.newschool.edu/health.

The minimum estimated budget for a full-time student at The New School for Social Research for an academic year should include tuition and fees for the fall and spring semesters (and for the summer term if courses will be taken in summer), as well as living expenses for nine months (12 months if summer is included). International students should also budget for travel to and from their home countries.

Estimated Cost of Attendance and Determining Eligibility

The Student Aid Report (SAR) allows Student Financial Services to determine a student’s eligibility for institutional scholarship awards and federal aid programs. The expected family contribution and aid from other sources are subtracted from the student expense budget to determine the individual student’s financial need. Thus, a simple expression of the financial aid equation is represented by the following formulation: Student Expense Budget – Available Resources = Need. Your student expense budget, also known as your Cost of Attendance (COA), is the foundation on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, William D. Ford Direct Student Loans, Federal Perkins Loans, and Federal Work-Study awards), dictate the expense items that can be included when calculating COA budgets. Allowable expenses for the period of enrollment are tuition and fees,
books and supplies, room and board, other personal expenses, transportation costs, and federal loan fees.

<table>
<thead>
<tr>
<th>Accepted Forms of Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition payments can be made using a check, wire transfer, money order, traveler's check, cash (in person only), and credit card (American Express, Visa, MasterCard, and Discover). The New School only accepts credit card and debit payments through the online service PayPath. This service will be accessible through the &quot;Make a Payment&quot; link on the Student section of MyNewSchool. Credit card payments will no longer be accepted over the phone or in person. If you choose to use a credit card to pay your bill, you will be assessed a convenience fee of 2.75% each time a payment is made.</td>
</tr>
</tbody>
</table>

Students are encouraged to make payment online at MyNewSchool for timely, accurate, and secure posting. Online payment may be made using a U.S. checking or savings account, or credit or debit card.

### Wire Transfer

For information on how to wire transfer funds to The New School, please sign on to MyNewSchool. Select the “Student” tab, then in the “Student Financial Services” channel select “Wire transfer information.”

Students who do not have access to MyNewSchool: Please email Student Accounts at myaccount@newschool.edu for instructions. Only students who have been admitted and deposited can send funds by wire.

### Monthly Payment Plan

The New School offers a monthly payment plan, which is accessible through MyNewSchool. It enables students or their families to pay interest-free monthly installments toward tuition, fees, and housing. The monthly payment plan allows you to maximize your savings and income by spreading your education expenses over 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, and spring, and summer semesters. All matriculated students taking six or more credits in a semester and New School for Social Research students maintaining status are eligible.

The plan is interest free and there is a $55.00 enrollment fee per semester.

### Payment 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.

### Returned Check Fee

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

**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, or via email to myaccount@newschool.edu.

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 signer’s 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, or bring their documents in person to the Cashiering Office 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.

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: www.newschoo.edu/student-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.

**Electronic Refunds Deposited in Your Bank Account**

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

**Late Registration and Late Payment Fees**

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

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

**Fall semester**

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

**Spring Semester**

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

**Appeals**

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

The appeal must be received prior to October 15 for the fall term or prior to February 15 for the spring term. The fee must be paid before the appeal can be reviewed. If the appeal is granted, a refund will be issued. The appeal should be sent to

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Reenrollment and Readmission Fees

Students who are reenrolled after failing to register for one, two, or three semesters are charged a reenrollment fee equivalent to the maintenance-of-status fee for every semester the student was not enrolled.

Students who are readmitted after failing to register for four or more consecutive semesters are charged a readmission fee equivalent to the maintenance-of-status fees for the four semesters immediately preceding readmission. In both cases, the amount charged is based on the fee that was in effect for each specific semester. These fees are in addition to tuition or maintenance of status fees and other normal fees for the current semester. See Reenrollment and Readmission information under Academic Progress below.

STUDENT FINANCIAL SERVICES

The New School for Social Research offers a wide range of financial assistance based on federal aid need and academic merit. Financial support from public and private sources is available in the form of scholarships, fellowships, assistantships, stipends, federal loans, and federal work-study. Some of these sources limit assistance to U.S. citizens and permanent residents. Others are available to all matriculated students. Financial aid is generally provided to students enrolled in at least six credits per term. Equivalency credits do not qualify students for tuition scholarships. Students who wish to receive financial aid for summer session courses must file a Summer Aid Application to the Office of Student Financial Services. Note: Student financial aid spent other than to pay university tuition and fees is considered taxable income by the U.S. government.

While The New School makes every effort to keep annual tuition increases to a minimum, students should anticipate tuition increases from year to year. At the same time, the university is committed to increasing financial aid. In recent years, financial aid often has been increased at the same rate as tuition, and in some years at a higher rate. However, this does not mean that the full tuition increase in any year has been or will be matched dollar-for-dollar by the increase in financial aid. Continuing students who apply for financial aid by the application deadline, take a full course load, and maintain satisfactory academic progress, can expect to have their awards renewed annually until they complete the degree for which they were admitted.

At The New School, student accounts are managed by the Office of Student Financial Services. Services include billing and a comprehensive program of financial services for degree students including significant institutional scholarship support to eligible students on the basis of merit and need. There is also a monthly payment plan so that students can pay their fees in installments over the academic year. Student Financial Services works with students and families of all income levels to explore financing options. Eligible students can apply for assistance under the following federal, state, and institutional aid programs. For more information about government-supported programs, visit the website of the U.S. Department of Education, www.studentaid.ed.gov. 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 the office.

Contact information

The New School
Student Financial Services
72 Fifth Avenue, 2nd Floor
New York, NY 10011
Phone: 212.229.8930
sfs@newschool.edu

How to Apply for Financial Aid

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

For new students, financial aid awards are stated in the official letter of admission. For continuing students, financial aid awards are indicated in the student’s tuition account invoice at the beginning of the school year. Students who do not initially receive tuition scholarships are eligible to apply for them if they subsequently qualify during their course of study. They should apply for institutional aid in accordance with the normal procedures and deadline for continuing students.

Financial Aid awards can be viewed at any time online at MyNewSchool.

Maintaining Eligibility for Institutional Financial Support

Students whose scholarships cover 15–33 percent of their tuition costs are expected to maintain a term and cumulative GPA of at least 3.4, and those whose scholarships cover more than 33 percent of their tuition costs are expected to maintain a GPA of at least 3.6. The minimum GPA requirement for recipients of Prize, Dean’s and University Fellowships is 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. The New School is seldom able to provide institutional financial awards to cover doctoral candidacy fees or tuition for students enrolled in other than fulltime course work.
The minimum academic standards for non-institutional aid programs, such as Federal Student Loans, is generally less stringent. Current minimum academic standards for aid eligibility are published on the Student Services website under Student Financial Services. All recipients of financial aid should note that carrying forward incomplete grades (such as I, NP, or N) to 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 in this catalog). Each department of The New School for Social Research conducts an academic review of every student yearly notifies students of their academic progress.

Federal Income Tax Information

Other than loans, any financial aid above the direct cost of education (tuition, fees, books, etc.) is taxable income and must be reported to the U.S. Internal Revenue Service (IRS). The university is required to withhold taxes at the rate of 14 percent from the stipends of international students unless the student submits documentation that the student is exempt from withholding on the basis of a tax treaty between the United States and the student’s country.

Under certain circumstances, educational expenses undertaken to maintain or improve skills required by an individual in his or her present employment may be deductible for federal income tax purposes. Students are advised to carefully review IRS regulations concerning any educational financial assistance when filing income tax forms with the IRS.

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 (MA) to three (PhD) years of study as long as the student maintains steady progress in the degree program. Guidelines for the awarding of aid are established by the Committee on Admissions, Awards, and Scholarships. In general, scholarships, fellowships, and other financial awards are made for an academic year. The Office of Student 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 the New School for Social Research website.

New Students: Students who wish to be considered for scholarships and fellowships must submit an application for scholarship support along with 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 15 will be considered for New School Prize Fellowships and Dean’s Fellowships. Applications received or completed after January 15 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). Students already receiving scholarship support do not need to submit a new application, except that a separate application and supplemental materials are required for the University Fellowship, 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 on the website at www.newschool.edu/nssr/financial-aid or by visiting the Office of Student Academic Affairs. The application deadline is March 1 for the following academic year.

Graduate Fellowships

Prize and Dean’s Fellowships

Up to five fellowships are provided annually in each academic program that offers the Ph.D.—all fellowships come with full tuition scholarship, up to 3 of these come with a $20,000 annual stipend for 3-5 years; 3-year fellowships are for Ph.D. only. 5-year fellowships are for MA/Ph.D. program of study.

The Schwartz Doctoral Fellowships in Retirement Equity Studies

Up to two 3-year fellowships in Economics are awarded to doctoral students interested or engaged in research about retirement equity and are co-sponsored by the Schwartz Center for Economic Policy Analysis. 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, political and economic forces pushing for an expansion of the labor supply of older workers. Intergenerational equity and the affordability of pension systems in the wake of other pressing public sector needs are addressed by the Retirement Equity Lab.

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 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 4 semesters of fees, and a $20,000 annual stipend in the first three years. Fellows will be expected to work as research associates at the Retirement Equity Lab for 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 3-year fellowship in Philosophy is awarded to a doctoral student 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 drama, philosophy, political theory, history and poetry). Also eligible are proposals which 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 2015-16 are eligible to apply. The call for applications is issued by the Department of Psychology in February with a March 1 deadline to apply.

The fellowship provides full tuition for up to 30 credits of the PhD coursework, followed by up to 4 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 10 hours per week during the three years in which they receive the stipend.

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, other racial, ethnic, or cultural minorities, low income individuals and families, sexual minorities, individuals with disabilities, etc. In addition, individuals 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, issues such as 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.

**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 Ph.D. program.

**Partial Tuition Scholarships**

Eighty percent of incoming MA students at NSSR receive partial tuition scholarship support, ranging from 10% to 50% of tuition. Upon admission to the Ph.D. program, these students compete for available fellowships for continuing students, with or without stipend.

**Graduate Assistantships**

Teaching and Research Assistantship positions are available to doctoral students and second year MA 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.

**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 fund, 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.

**Janey Summer Research Fellowships**

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

**Named Fellowships**

The following fellowships are provided through the generosity of individual donors and are generally awarded as Prize, Dean’s, and University 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 are merit fellowships available to students pursuing degrees in economics, politics, philosophy, or historical studies. 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 Borkstein Fellowship in honor of 13-year-old Sara Borkstein, 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 Radchow, German Silesia, in 1938 and perished in Radzicehow, Poland, in 1943.

The Genia Perelmutter Fellowship in honor of two-year-old Genia Perelmutter, born in Krzemieniec, Poland, in 1939 and perished in Kreminitz, 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 Chiune Sugihara, who saved many Jews from 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.

NAMED SCHOLARSHIPS
The following named scholarships are granted to outstanding students as partial tuition remission.

Aron Gurwitsch Scholarship
This scholarship in memory of Professor Aron Gurwitsch, 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 in memory of Professor Reiner Schürmann 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 admissions 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.

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. All incoming students who are not citizens or residents of the United States whose applications for admission are complete by December 15 are considered for all awards. In most cases, these awards are given to students who are also receiving other fellowships or scholarships. Note: 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.

Alvin Johnson-University in Exile Memorial Fellowship Fund
In 2009, to commemorate the 75th anniversary of the University in Exile, established at The New School in 1934 by President Alvin Johnson, university established this fellowship fund 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 German students who have applied for admission, and the fellowships are awarded by the division to one or two of the nominees. The first awards were made for the 2010-2011 academic year. For more information, contact Associate 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 by a student from a nation in which intellectual freedom is threatened or abridged.

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 the university trustee Vera G. List in honor of Katarzyna Kalwinska, a Polish citizen, for her heroism in 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 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 93 0.

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 the late university trustee Vera 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.

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 for Public Engagement. The application deadline is normally in October for 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.

Dissertation Fellowships
Dissertation fellowships cover maintenance of status fees and provide modest research stipends for doctoral candidates working on their dissertations. Fellowships are awarded annually by the Committee on Admissions, Awards, and Scholarships.

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 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.

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.

Levinson Dissertation Fellowship
This fellowship, established by Barbara Levinson, is awarded to an exceptional student completing a doctoral dissertation in any subject.

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 fields 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 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.

SPECIAL AWARDS

The David E. McClean Prize for Best Essay on Philosophy and Commerce

The David E. McClean Prize for Best Essay on Philosophy and Commerce aims to bring cogent and policy relevant philosophical or ethical analysis to bear on specific problems in the commercial and economic sphere, with an eye toward specific policy recommendations. Topics include, but are not limited to, the role of political ideology in commercial policy; the ethical implications of technological innovations in the economic sphere; how to make work meaningful in contemporary society; the uses and misuses of risk in modern capitalism; the role of corporate and state funding in academic research institutions; the role of the state in economic management; and the meaning of sovereignty in a globalized market economy.

Outstanding papers from graduate Philosophy students are selected annually by a prize committee and Prize winners may have the opportunity to present their paper to the department of Philosophy. First place recipients of the Prize receive $4,000.

The David E. McClean Prize for Best Essay on Philosophy and Commerce at the New School for Social Research was established in the fall of 2010 through the generous support of NSSR Philosophy alumnus, David E. McClean, MA, ’03, PhD, ’09.

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

Other Financial Aid Programs
Veterans Benefits
Federal aid to Native Americans

Occupational and Vocational Rehabilitation Program

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

Grants from Other States

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

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 and Guggenheim Foundations, Fulbright-Hays Program, Wenner-Gren Foundation, National Institutes of Health, Javits Fellowship Program, German Academic Exchange Service (DAAD), American Sociological and Politics Associations, and Association of American University Women, to name a few.

The 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 course work.

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

The office provides information about other external funding databases, such as FastWeb, GrantSelect, and NerdWallet Scholarship Search.

OTHER 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-
ACADEMIC INTEGRITY AND HONESTY

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 students’ 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 divisions/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 in writing the School’s Designee of his/her determination 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:

- Indicate that the student has not committed an infraction of this policy.
- Indicate that the student has committed an infraction and impose one of the following sanctions: require the student to resubmit the assignment; or give the student a failing grade for that particular assignment; or give the student a failing grade for the course.
- 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,
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.

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 142014-15 academic year, the university reports the “persistence rate” for the year 2013 (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 Office of Institutional research website at www.newschool.edu/admin/oir.

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.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974, with which The New School complies, was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for correction of inaccurate or misleading statements.

The New School has established the following student information as public or directory information, which may be disclosed by the institution at its discretion: student name; major field of study; dates of attendance; full- or part-time enrollment status; year level; degrees and awards received, including dean’s list; the most recent previous educational institution attended, addresses, phone numbers, photographs, email addresses; and date and place of birth.

Students may request that The New School withhold release of their directory information by notifying the Registrar’s Office in writing. This notification must be renewed annually at the start of each fall term.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write to the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why, in the student’s opinion, it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the university discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health services staff); a person or company with whom the university has contracted as its agent to provide a service instead of university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the New School Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.
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 is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

For more information about university policies, visit www.newschool.edu/policies.

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 and Campus Life
Title IX Coordinator
72 Fifth Avenue, 4th floor
New York, NY 10011
212.229.5900 x3656
titleixcoordinator@newschool.edu

Carol S. Cantrell
SVP for Human Resources and Labor Relations
79 Fifth Avenue, 18th floor
New York, NY 10003
212.229.5671 x4900
cantrelc@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 or call 1.800.421.3481.
USE OF PHOTOGRAPHS

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

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.
Office of Student Academic Affairs

At The New School for Social Research, the Office of Student Academic Affairs coordinates academic activities across departments. The office is also a base for student activities designed to promote a sense of community within the school.

Contact information:
Student Academic Affairs
6 East 16th Street, room 1007
212.229.5712 x3002
NSSRAcademicAffairs@newschool.edu
Website: www.newschool.edu/nssr/academic-affairs

New Student Orientation

Each semester, Student Academic Affairs in conjunction with the university’s Office of Student Development and Activities coordinates orientation activities for new students at The New School for Social Research. A schedule is available to new students in advance of registration to acquaint them with the university and enable them to plan for new student orientation. Orientation activities take place the week before classes begin and continue through the first few weeks of the new semester. Events include advising and registration sessions, campus tours, library and computing center workshops, and programs for international students focusing on immigration, naturalization, and adjustment issues.

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.

The Student Success Network

The Student Success Network, or Starfish CONNECT, improves communication between students and their instructors and advisors and helps them connect with New School resources such as the Learning Center, libraries, and health and counseling services.

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 Learning Center and with reference librarians
- View support networks for your courses
- Link to student services
- Get referrals and other messages from instructors and advisors

To learn more, visit: www.newschool.edu/student-services/student-success-network.

GRADFACTS

The GRADFACTS blog is published by the Office of Student Academic Affairs and available to all students in The New School for Social Research. Students receive information about upcoming events, news, and announcements through a weekly email newsletter.

STUDENT GOVERNMENT

The Graduate Faculty Student Senate
The Graduate Faculty Student Senate (GFSS) is the representational student governance body for The New School for Social Research (NSSR). The GFSS is the students’ liaison to the dean and administration and the University Student Senate (USS). Delegates are elected to GFSS by the students of each department. Members of the GFSS represent the students of the division on various internal and university committees. The student senate also oversees the Student Fee Board, which allocates funds to students who present at academic conferences and publishes the student journal, canon. The Dean’s and President’s Advisory Council

The dean’s council, consisting of GFSS representatives, department student advisors, and other department representatives by invitation, meets with the dean on a regular basis throughout the academic year to consult on various issues, especially issues related to the quality of student life. Elected student representatives are expected to attend Dean’s Advisory Council meetings and report to their constituents on a regular basis.

At the university level, a similar advisory body meets regularly with the president of The New School. It consists of student representatives from all of the university’s divisions.
Members representing The New School for Social Research are elected by the student body.

**Graduate Student Associations**
Student academic organizations are an integral part of life at The New School for Social Research. The following department and program-oriented associations are recognized:

- Anthropology Student Association
- Economics Student Union
- Historical Studies Student Association
- Liberal Studies Students’ Association
- Philosophy Forum
- People in Support of Women in Philosophy
- Union of Politics Students
- Psychology Student Union
- Sociology Student Association

There are also school-wide associations organized around mutual interests and concerns. All these organizations are a channel for student input into department and faculty committee affairs. They organize colloquia and social events, build networks with people in related fields in other universities and with professional organizations.

**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.

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

- Student Housing and Residence Life
- Student Health and Support Services
- International Student and Scholar Services
- Student Disability Services
- Student Rights and Responsibilities
- Center for Student Success – Careers
- Intercultural Support
- Student Development and Activities
- Athletics and Recreation

To find out more about Student Services, visit www.newschool.edu/student-info.

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

For students who wish to navigate the metro New York real estate market, listings of rental properties, shared apartments, short-term accommodations, and sublets are available in the Student Housing office. Student Housing will provide a compilation of current listings on request. For more information, visit www.newschool.edu/housing.

Students living in certain residence halls are required to enroll in a meal plan. Please review your housing contract or visit www.newschool.edu/card/dining-dollars for more information.

**Food Services**
Students may enroll in a meal plan or use campus dining facilities on a cash basis. (Students living in certain residence halls are automatically enrolled in a meal plan.) If you participate in the Dining Dollars or Newcard Cash programs, your newcard (student ID card) can be used as a debit card at campus dining facilities and certain off-campus merchants. Visit www.newschool.edu/card for more information.

**Student Disability Services**
The Security and Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Anyone wishing to review the university’s current crime statistics may access them through the website for the Department of Education: ope.ed.gov/security. A copy of the statistics may also be obtained by contacting the director of security for The New School at 212.229.5101.

**Campus Crime Reporting and Statistics**
The Security and Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Anyone wishing to review the university’s current crime statistics may access them through the website for the Department of Education: ope.ed.gov/security. A copy of the statistics may also be obtained by contacting the director of security for The New School at 212.229.5101.

**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), Lang and Parsons consortium, graduate certificate program, ESL + Design program, ESL + Music program, and graduate and undergraduate degree program nonmatriculating students.

Medical Services offers medical evaluation and treatment for illness and injury, gynecological consultation and treatment, prescriptions, medications, immunizations, and other preventive services. All services are strictly confidential and do not become part of a student's academic record.

Counseling Services offers the opportunity to talk to someone who will listen in a supportive and non-judgmental manner. Counselors help students clarify issues, explore feelings and
discuss problem solving strategies. We offer short-term individual treatment (a maximum of 12 sessions per academic year) but the duration of the treatment is decided on an individual basis. During the initial visit, the student and the counselor will decide on a treatment plan. Sometimes long-term or specialized treatment is indicated and the counselor will help the student find appropriate referrals in the community.

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 eligible 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.

Center for Student Success – Careers
The Center for Student Success 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 counseling and assessment, résumé and cover letter reviews, mock interviews, and internship, and job search guidance. Special events including career workshops, panels, and networking opportunities also take place throughout the year.

The Center for Student Success provides students with information explaining the demands and requirements of both the academic and the nonacademic job markets. The office provides assistance on writing curriculum vitae, résumés, and cover and follow-up letters and on job search, job interviewing, and networking techniques. Workshops discuss how students can obtain teaching jobs while attending graduate school, prepare for the academic job market after graduation, or secure a postdoctoral position. The office also sponsors speakers and events relevant to employment outside of academia for those with degrees in philosophy and the social sciences. The office maintains job listings for both short-term and long-term assignments, professional positions, “survival” jobs, and internships. Students interested in work opportunities are encouraged to explore these listings. The office also provides information on external funding opportunities.

Visit www.newschool.edu/center-for-student-success/careers for contact information and further details.

Dossier Service
NSSR has a partnership with Interfolio to provide letters of recommendation and distribute credentials to potential employers. Students can register for an Interfolio account (www.Interfolio.com) at any time. Please make sure to select “New School for Social Research” as your “affiliation” on the Interfolio registration page. The Office of Academic Affairs can assist in utilizing this service. Contact the office for details: gfddossier@newschool.edu.

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. We also advise 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, 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, submit medical documentation to Student Disability Services at the beginning of the semester. The staff will advise you on policies and procedures and discuss available support and accommodations. For more information, visit www.newschool.edu/student-disability-services.

Intercultural Support/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 Arthur O. Eve Higher Education Opportunity Program.
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-services/student-development-and-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 offers opportunities for students to take part in physical activities while meeting new people, enjoying social interaction, and building community. Programs and activities are designed for students at all levels of experience, ability, knowledge, and interest. For more information about current programs and activities, and to sign up for the weekly newsletter, visit www.narwhalnation.com.

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

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

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

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

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

University Learning Center
At the University Learning Center, New School students can receive academic support in areas including writing, math (PDF), ESL, and graduate writing. The ULC also holds regular workshops aimed at improving students’ writing and other academic skills.

Writing sessions support development through constructive feedback and technical guidance, designed to help students clarify their ideas and evaluate their work. The ULC is not a proofreading or editing service; rather, our tutors work with students to identify areas that need improvement and offer advice about making adjustments. For more, visit www.newschool.edu/learning-center/.

Canvas
Canvas is the virtual “classroom” used for online and many on-campus courses. Log in by selecting the Blackboard icon at my.newschool.edu.
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 itservicedesk@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 Service Desk
The IT Service Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues.

Contact the IT Service Desk:
72 Fifth Avenue, lower level
Hours – 8:30 a.m. - 5:30 p.m. (Monday - Friday)
Phone – 212.229.5300 HELP (x4357)
email – itservicedesk@newschool.edu

Other Resources
Barnes and Noble Booksellers
33 East 17th Street
212.253.0810, press 1
www.barnesandnoble.com/textbooks
New and used textbooks for most courses are available for purchase at the Barnes and Noble store on 18th Street.

The Foundation Center
79 Fifth Avenue, 2nd floor
212.620.4230
www.foundationcenter.org
Students pursuing foundation funding for their education (or for research projects) can contact the reference librarians at the
### Time to Completion for all students entering the program

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degree conferred on transcript</td>
<td>13</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>17</td>
<td>23</td>
<td>19</td>
<td>106</td>
</tr>
<tr>
<td>Mean number of years to complete the program</td>
<td>7.19</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>6.1</td>
</tr>
<tr>
<td>Median number of years to complete the program</td>
<td>5.5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5.5</td>
<td>5</td>
<td>5.5</td>
<td>5.5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time to Degree Ranges</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in less than 5 years</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>15</td>
<td>5</td>
<td>45</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Students in 5 years</td>
<td>5</td>
<td>38</td>
<td>3</td>
<td>30</td>
<td>4</td>
<td>31</td>
<td>3</td>
<td>27</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td>Students in 6 years</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>30</td>
<td>3</td>
<td>23</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Students in 7 years</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Students in more than 7 years</td>
<td>5</td>
<td>38</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</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:
## Program Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>2015-2016 1st-year Cohort Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in-state)</td>
<td>$35,100 for first year ($1,950 per credit—9 credits per term is considered a full course load for students/18 credits for the year)</td>
</tr>
<tr>
<td>Tuition for full-time students (out-of-state)</td>
<td>$35,100 for first year ($1,950 per credit—9 credits per term is considered a full course load for students/18 credits for the year)</td>
</tr>
<tr>
<td>Tuition per credit hour for part-time students (*if applicable enter amount; if not applicable enter &quot;NA&quot;)</td>
<td>$35,100 for first year ($1,950 per credit—9 credits per term is considered a full course load for students/18 credits for the year)</td>
</tr>
<tr>
<td>University/institution fees or costs</td>
<td>$276 for first year (includes $130 University Service fee and $8 Student Senate fee—both charged per term)</td>
</tr>
<tr>
<td>Additional estimated fees or costs to students (e.g. books, travel, etc.)</td>
<td>Estimated at $6,855 including $920 for books and supplies, $460 for transportation, $1,550 for personal expenses, $3,649 for Health Insurance and Health Services fees, and $276 for University Service fee and Student Senate fee for the year. NOTE If applicable: Maintaining Status: $1,240 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 $3,206, not including maintaining status and/or auditing.</td>
</tr>
</tbody>
</table>
## Internship Placement - Table 1

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students who obtained APA/CPA-accredited internships</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Students who obtained APPIC member internships that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>10</td>
<td>71</td>
<td>9</td>
<td>75</td>
<td>10</td>
<td>67</td>
<td>20</td>
</tr>
<tr>
<td>Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained other internships that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained any internship</td>
<td>11</td>
<td>79</td>
<td>13</td>
<td>93</td>
<td>12</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
<td>14</td>
<td>-</td>
<td>14</td>
<td>-</td>
<td>12</td>
<td>-</td>
<td>15</td>
</tr>
</tbody>
</table>

- **Outcome**: The table categorizes students based on their internship placements and outcomes for different years.
- **Year Applied for Internship**: The years 2008-2009 to 2014-2015 are listed for comparison.
- **Students who obtained APA/CPA-accredited internships**: Data for the years 2008-2009 to 2014-2015 are provided.
- **Students who obtained APPIC member internships that were not APA/CPA-accredited**: Data for 2010-2011 to 2014-2015.
- **Students who obtained other membership organization internships**: Data for 2010-2011 to 2014-2015.
- **Students who obtained internships conforming to CDSPP guidelines**: Data for 2010-2011 to 2014-2015.
- **Students who obtained other internships**: Data for 2010-2011 to 2014-2015.
- **Students who sought or applied for internships**: Data for 2008-2009 to 2014-2015.
### Internship Placement - Table 2

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Students who sought or applied for internships including</td>
<td>14</td>
<td>-</td>
<td>12</td>
<td>-</td>
<td>15</td>
<td>-</td>
<td>22</td>
</tr>
<tr>
<td>those who withdrew from the application process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who obtained paid internships</td>
<td>10</td>
<td>71</td>
<td>13</td>
<td>93</td>
<td>9</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who obtained half-time internships* (if applicable)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

* Cell should only include students who applied for internship and are included in applied cell count from “Internship Placement – Table 1”
### Attrition

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Students whose doctoral degrees were conferred on their transcripts</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students still enrolled in program</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>2</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Licensure

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2005-2015</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>98</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>98</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>100%</td>
</tr>
</tbody>
</table>