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

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

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Joel Towers, Executive Dean, Parsons School of Design
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
www.newschool.edu/mannes
55 West 13th Street, New York, NY 10011 | 212.580.0210
www.newschool.edu/drama
151 Bank Street, New York, NY 10014 | 212.229.5150
www.newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.229.5896

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 such as Adrienne Moore and Jason Kim. The School of Drama trains talented individuals for careers in the theater as actors, directors, and playwrights through undergraduate and graduate degree programs.

School of Jazz
Founded in 1986 by Arnie Lawrence, David Levy, and Paul Weinstein, the School of Jazz at The New School is renowned across the globe for its artist-as-mentor approach to learning. Students are immersed in the history and theory of and latest developments in jazz, blues, pop, and the ever-evolving genres of contemporary music. They learn from leading jazz and contemporary musicians, including Peter Bernstein, Cecil Bridgewater, Jeff Carney, and Jimmy Owens. Learning takes
place in classrooms, student ensembles, one-on-one tutorials, public performances, and master classes.

**Eugene Lang College of Liberal Arts**
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 New York City, 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. 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.

**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, and 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 (Teaching English to Speakers of Other Languages,) 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 that address social, economic, environmental, and political issues in local, regional, national, and international contexts. 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 its extensive resources available throughout New York City, its celebrated faculty, and its extraordinary partnerships in the private and public sectors.

**Creative Writing Program**
In fewer 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 will shape the contemporary literary landscape and related industries, and who will have the opportunity to live the writer’s life in New York City.

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

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

**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.

**ACCREDITATION**
The New School has been regionally accredited by the Middle States Commission on Higher Education, a federally recognized body, (MSCHE, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; 216-284-5000) since 1960. All degree programs at the New York City campus of The New School are registered by the New York State Department of Education (NYSED, 89 Washington Avenue, Albany, NY 12234; 518-474-1551). Both NYSED and MSCHE provide assurance to all students, parents, and stakeholders that The New School meets clear, quality standards for educational and financial performance.
Parsons Paris is a registered branch campus of The New School and is accredited by MSCHE and the National Association of Schools of Art and Design (NASAD, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700). In addition, Parsons Paris has the authorization of the French Ministry of Education to operate in France. The appropriate professional educational agency or board accredits professional curricula at The New School. Accreditations of individual programs are listed below:

- Parsons School of Design has been accredited by the National Association of Schools of Art and Design (NASAD) since 1966. The four-year Bachelor of Business Administration in Strategic 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 NYSED and is listed as a Bachelor of Business Administration in Strategic 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 doctoral 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 Network of Schools of Public Policy, Affairs, and Administration, formerly the National Association of Schools of Public Affairs and Administration since 1988.

**HEGIS CODES**

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**HIGHER EDUCATION OPPORTUNITY ACT AND DISTANCE LEARNING**

The New School monitors developments in state laws in every state. If authorization or licensure is necessary or becomes necessary, The New School will obtain the required additional approvals. The New School is currently authorized, licensed, exempt, or not subject to approval in 38 states. For additional information for students enrolling in a New School online program, see [www.newschool.edu/provost/accreditation/](http://www.newschool.edu/provost/accreditation/).
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## SUBJECT CODES

- APAM Paris Art, Media & Technology
- APCD Paris Communication Design
- APDG Paris Food Design
- APDM Paris Design & Management
- APDR Paris Design Strategies
- APDS Paris Design Studies
- APFD Paris Fashion Design
- APFM Paris Business of Fashion
- APFR Paris French Studies
- APFS Paris Fashion Studies
- APFY Paris First Year
- APHT Paris Art/Design History/Theater
- APMT Paris Mathematics
- APTE Paris Design & Technology
- APUL Paris Lectures
- APVS Paris Visual Studies
- CAML Major Lessons
- CAOV Opera Vocal
- CAPR Performance Classes
- CATM Techniques of Music
- CBHM Humanities
- CBLN Language & Diction
- CBMH Music History & Literature
- CBPD Pedagogy
- CCAH Creative Arts & Health
- CCMP Music Composition
- CCSM Graduate Seminars
- CENT Performance Art Entrepreneurship
- CMOB College of Performing Arts Mobility
- COPA College of Performing Arts
- GANT Anthropology
- GECO Economics
- GEQV Equivalency
- GHIS Historical Studies
- GIHR Harm Reduction
- GLIB Liberal Studies
- GPHI Philosophy
- GPOL Politics
- GPSY General Psychology
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<td>PUUD</td>
<td>Urban Design</td>
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<td>RAML</td>
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<td>RAPR</td>
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<td>RATM</td>
<td>Techniques of Music</td>
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<tr>
<td>RBEL</td>
<td>Electives</td>
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<td>RCPS</td>
<td>Pre-Senior Program</td>
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<td>Program for Very Young</td>
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<td>RCSN</td>
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<td>TDSP</td>
<td>Theater Drama Summer Program</td>
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<tr>
<td>TMOB</td>
<td>Drama Mobility</td>
</tr>
</tbody>
</table>
GRADUATION & RETENTION RATES

DEFINITIONS

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>BACHELORS (FRESHMEN)</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Entering Cohort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-tim</td>
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<td>773</td>
<td>837</td>
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<tr>
<td>Part-tim</td>
<td>1</td>
<td>1</td>
<td>3</td>
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<tr>
<td><strong>First Year Retention</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-tim</td>
<td>83.5%</td>
<td>78.3%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Part-tim</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Graduation Rate within 100% of Nomal Time to Completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-tim</td>
<td>52.3%</td>
<td>50.2%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Part-tim</td>
<td>100.0%</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Graduation Rate within 150% of Nomal Time to Completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-tim</td>
<td>65.9%</td>
<td>62.4%</td>
<td>66.2%</td>
</tr>
<tr>
<td>Part-tim</td>
<td>100.0%</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BACHELORS (TRANSFER)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Entering Cohort</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Full-tim</td>
<td>525</td>
<td>552</td>
<td>520</td>
</tr>
<tr>
<td>Part-tim</td>
<td>95</td>
<td>142</td>
<td>111</td>
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<tr>
<td><strong>First Year Retention</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Full-tim</td>
<td>83.8%</td>
<td>85.3%</td>
<td>85.2%</td>
</tr>
<tr>
<td>Part-tim</td>
<td>57.9%</td>
<td>63.4%</td>
<td>74.8%</td>
</tr>
<tr>
<td><strong>Graduation Rate within 100% of Nomal Time to Completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-tim</td>
<td>70.9%</td>
<td>73.9%</td>
<td>74.4%</td>
</tr>
<tr>
<td>Part-tim</td>
<td>36.8%</td>
<td>57.0%</td>
<td>46.8%</td>
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<tr>
<td><strong>Graduation Rate within 150% of Nomal Time to Completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-tim</td>
<td>75.6%</td>
<td>77.5%</td>
<td>77.5%</td>
</tr>
<tr>
<td>Part-tim</td>
<td>43.2%</td>
<td>62.0%</td>
<td>54.1%</td>
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</table>
## UNIVERSITY-LEVEL SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
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<tbody>
<tr>
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<td>1001</td>
<td>1098</td>
<td>1132</td>
<td>1006</td>
<td>1044</td>
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<td>5</td>
<td>10</td>
<td>3</td>
<td>38</td>
<td>28</td>
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<tr>
<td>Overall Pass Rate</td>
<td>81.8%</td>
<td>79.0%</td>
<td>80.6%</td>
<td>82.2%</td>
<td>83.4%</td>
<td>82.8%</td>
<td>83.3%</td>
<td>81.4%</td>
</tr>
<tr>
<td>Math Pass Rate</td>
<td>60.0%</td>
<td>40.0%</td>
<td>66.7%</td>
<td>60.0%</td>
<td>70.0%</td>
<td>0.0%</td>
<td>78.9%</td>
<td>64.3%</td>
</tr>
<tr>
<td>Science Pass Rate</td>
<td>54.6%</td>
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<td>51.9%</td>
<td>51.6%</td>
<td></td>
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<td></td>
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<tr>
<td>Technology Pass Rate</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>65.9%</td>
<td>66.3%</td>
<td>65.0%</td>
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<td>Number of Students</td>
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<td>577</td>
<td>587</td>
<td>558</td>
<td>539</td>
<td>431</td>
<td>598</td>
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<tr>
<td>Number of Passes</td>
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<td>67</td>
<td>66</td>
<td>77</td>
<td>58</td>
<td>48</td>
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</tr>
<tr>
<td>Overall Pass Rate</td>
<td>80.8%</td>
<td>82.7%</td>
<td>81.4%</td>
<td>83.0%</td>
<td>84.0%</td>
<td>82.8%</td>
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<td>Math Pass Rate</td>
<td>59.6%</td>
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<td>56.7%</td>
<td>69.7%</td>
<td>62.3%</td>
<td>65.5%</td>
<td>72.9%</td>
<td>54.3%</td>
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<tr>
<td>Technology Pass Rate</td>
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<td>34.3%</td>
<td>37.9%</td>
<td>33.8%</td>
<td></td>
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<td>71.7%</td>
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<td>65.0%</td>
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<tr>
<td>47.7%</td>
<td>38.7%</td>
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</tr>
</tbody>
</table>
GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION(%)
### Graduation Rate within 100% and 150% of Normal Time to Completion: First Time/Full-Time Freshmen in Baccalaureate Degree, by Ethnicity and Geographic Origin

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
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<td>100%</td>
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<td>29.3</td>
<td>44.6</td>
<td>55.7</td>
<td>35.4</td>
<td>44.8</td>
<td>38.8</td>
<td>43.4</td>
</tr>
<tr>
<td>150%</td>
<td>57.5</td>
<td>55.0</td>
<td>50.8</td>
<td>57.3</td>
<td>63.9</td>
<td>51.3</td>
<td>66.0</td>
<td>64.3</td>
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<td></td>
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<td>24.1</td>
<td>44.7</td>
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<td>35.7</td>
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<td>47.2</td>
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<td>45.3</td>
<td>46.5</td>
<td>50.8</td>
<td>46.8</td>
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<td>60.0</td>
<td>57.3</td>
<td>60.5</td>
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<table>
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<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>62.3</td>
<td>41.5</td>
<td>62.2</td>
<td>65.8</td>
<td>68.3</td>
<td>60.0</td>
<td>56.6</td>
<td></td>
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<tr>
<td>150%</td>
<td>77.0</td>
<td>76.9</td>
<td>71.7</td>
<td>74.5</td>
<td>83.3</td>
<td>69.4</td>
<td>78.7</td>
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<td>56.7</td>
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<td>61.5</td>
<td>58.4</td>
<td>58.8</td>
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<td></td>
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<td>69.0</td>
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<td>56.1</td>
<td>65.0</td>
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<td>74.8</td>
<td>72.8</td>
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<td>79.1</td>
<td>76.2</td>
<td>79.1</td>
<td>69.2</td>
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</tr>
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Graduation rate within 150% of normal time to completion: First time/full-time freshmen in baccalaureate degree

2004 2005 2006 2007 2008 2009 2010

Non-Resident Aliens
U.S. Citizens
Non-Resident Aliens

U.S. Citizens

0.0 20.0 40.0 60.0 80.0 100.0
GRADUATION RATE WITHIN 100% AND 150% OF NORMAL TIME TO COMPLETION: FULL-TIME UNDERGRADUATE FRESHMEN PELL AND NON-PELL RECIPIENTS IN BACCALAUREATE DEGREE

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

<table>
<thead>
<tr>
<th></th>
<th>Pell Recipients</th>
<th>Non-Pell Recipients</th>
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</thead>
<tbody>
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</tbody>
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GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION(%)

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

GRADUATION RATE WITHIN 100% AND 150% OF NORMAL TIME TO COMPLETION: FULL-TIME UNDERGRADUATE FRESHMEN BY GENDER

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Graduation Rate</th>
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</thead>
<tbody>
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<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>2004</td>
<td>44.0</td>
</tr>
<tr>
<td>2005</td>
<td>48.4</td>
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<td>2006</td>
<td>62.7</td>
</tr>
<tr>
<td>2007</td>
<td>66.3</td>
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</table>
ABOUT THE NEW SCHOOL FOR SOCIAL RESEARCH

The New School for Social Research is one of 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, social sciences, art and design, management, and performing arts. The New School offers programs and courses online as well as on campus. All the divisions and programs of the university boast a notable faculty, excellent resources, small class sizes, and innovative curricula.

ADMINISTRATION

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Joseph Warren, Operations Manager

A MESSAGE FROM THE DEAN

Welcome to The New School for Social Research (NSSR), where students come not just to study, but also to enter a world that encourages them 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 cultivates academic rigor and thrives on public debate. 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.

We recently 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 scholars fleeing Nazism. Their goal was to freely pursue social science research, influence global policy debates, and to mentor future generations of scholars.

The roots of NSSR 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. Its 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, The New School for Social Research is a remarkable product of this history. It embraces both political scientist Charles Beard’s 1919 insistence on “an impartial and open-minded consideration of present difficulties” and Hannah Arendt’s 1971 plea that scholars avoid standard ideas that “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 philosopher Nancy Fraser on radical feminist theory, to sociologist Rachel Sherman on social class in the United States and the anxieties of consumption, to psychologist Jeremy Ginges on changing norms across generations of Israelis and Palestinians, to mention just a few. NSSR professors continue to publish important books and to engage in dialogue in popular media.

Some notable examples include recent books by Janet Roitman (Anti-Crisis, Duke University Press); Deva Woodyl (The Politics of Common Sense: How Social Movements Use Public Discourse to Change Politics and Win Acceptance, Oxford University Press); and Anwar Shaikh (Capitalism: Competition, Conflict, Crises, Oxford University Press); as well as newspaper columns by Simon Critchley (in The New York Times), Teresa Ghilarducci (in The Atlantic, and featured in Money Magazine), and Federico Finchelstein (in Clarín).

In 2013 The New School opened the Heilbroner Center for Capitalism Studies. The center provides 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. The courses and research from the Heilbroner Center will expand understandings of how capitalism informs political, technological, and creative actions in the modern world. NSSR’s online magazine, Public Seminar, features theoretically informed essays on the important issues of our day, written by faculty, graduate students, and the global New School community.

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

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

William Milberg,
Dean and Professor of Economics
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Ambassador (ret.) Busso von Alvensleben
Maria-Theresia von Alvensleben
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PhD 1975, University of Chicago

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**Banu Bargu**  
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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 and  
Omri Boehm, Assistant Professor of Philosophy  
PhD 2009, Yale University

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

**Quentin Bruneau**  
Assistant Professor of Politics  
PhD 2016, University of Oxford

**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

**Ying Chen**  
Assistant Professor of Economics  
PhD 2016, University of Massachusetts at Amherst

**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

**Shai Davidai**  
Assistant Professor of Psychology  
PhD 2015, Cornell University

**Stefania de Keressey**  
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 at the City University of New York

**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
Teresa 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 Literary Studies
PhD, Yale 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

Clara Mattei
Assistant Professor of Economics
PhD 2016, Sant’Anna School of Advanced Studies and Université de Strasbourg

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 Medzhibovskaya
Associate Professor of Literature
PhD 2001, Princeton University

William Milberg
Professor of Economics and Dean
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
Yirmiyahu Yovel
Professor Emeritus of Philosophy
PhD 1968, Hebrew University, Jerusalem

Vera Zolberg
Professor Emerita of Sociology
PhD 1974, University of Chicago
The New School for Social Research admits students to graduate study based on academic achievement, evidence of strong motivation, and leadership potential as revealed in their applications. A baccalaureate degree from a U.S. college or university or the equivalent degree from a foreign institution is a prerequisite for admission to all programs. Students in the process of completing a bachelor’s degree (or foreign equivalent) can be admitted contingent upon completion of the bachelor’s degree.

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

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

Office of Admission

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

Office of Graduate Admission
The New School
79 Fifth Avenue, 5th Floor
New York, NY 10003
212.229.5710 or 800.523.5411 (toll free in the U.S. and Canada)
Fax: 212.627.2695
Email: socialresearchadmit@newschool.edu

Hours: Monday–Thursday, 9:00 a.m.–6:00 p.m.; Friday, 9:00 a.m.–5:00 p.m. Closed for university holidays.

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

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

APPLICATION PROCEDURES AND POLICIES

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

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

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

Deferral Policy
The New School for Social Research permits deferral of admission only in very exceptional cases. An admitted student who wishes to petition for a deferral must send an email or letter to the director of Admission, stating the reason why he or she needs to postpone enrollment. Petitions are reviewed on a case-by-case basis, and decisions are sent by email.

Unless a deferral is granted, an admitted student who cannot enroll in the semester for which he or she was admitted and who wishes to enroll at another time must reapply. Questions
about reapplication should be directed to the Office of Admission.

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

**Readmission**

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

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

Application forms and instructions for readmission can be downloaded from [www.newschool.edu/nssr/download-application-materials](http://www.newschool.edu/nssr/download-application-materials).

Regular admission policies and deadlines apply.

**Applicants With Foreign Credentials**

All applicants with foreign credentials must submit an original transcript from each institution attended outside the United States. If the documents are in a language other than English, a certified English translation must be included. For more information about foreign transcripts, visit [www.newschool.edu/admission](http://www.newschool.edu/admission). NSSR follows the guidelines of the American Association of Collegiate Registrars and Admission Officers and of NAFSA: Association of International Educators in determining eligibility for admission of students holding degrees from foreign institutions.

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

If using WES, visit [www.wes.org](http://www.wes.org) for instructions and to begin the application process. The “Required Documents” section will explain what to send. If you request your report online, search for “The New School” when selecting our institution. WES will send your completed evaluation directly to The New School.

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

**Visiting Students**

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

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

**International Students**

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

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

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

**Demonstration of English Language Proficiency**

Every applicant must complete all correspondence and forms in English.

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

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

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

**English Language Writing Diagnostic Examination**

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

**Non-Degree Students**

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

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

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

**MAINTAINING ELIGIBILITY FOR INSTITUTIONAL FINANCIAL SUPPORT**

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

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

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

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

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

International Students

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

Partial Tuition Scholarships

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

NAMED SCHOLARSHIPS

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

Aron Gurwitsch Scholarship

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

August Heckscher Scholarship

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

Reba Kirson Monness New School Associates Scholarship

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

Reiner Schürmann Memorial Scholarship

This scholarship is awarded annually to an outstanding graduate student in any program.

Malcolm and Betty Smith Scholarship

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

William B. Steerman Scholarship Fund

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

GRADUATE FELLOWSHIPS

Prize and Dean’s Fellowships

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

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

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

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

The Onassis Foundation Doctoral Fellowships in Ancient Greek Thought

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

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

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

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

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

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

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

To fulfill this mission, fellows are expected to organize colloquia, community, and/or departmental events relevant to these topics; conduct at least two presentations (on relevant research or clinical practice topics) to the department, university, or as part of a professional conference; and serve on the psychology department’s diversity committee.

Fellowship recipients are also encouraged to collaborate with faculty on research that is culturally grounded and relevant to the specific concerns and issues of underserved communities. To assist with organizing efforts, students are also encouraged to connect with previously funded Statue Fellows and other divisional and campus organizations related to social justice, such as the Students for Social Justice and the Social Justice Committee.

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

Teaching Fellowships

A limited number of teaching fellowships are available for doctoral candidates to teach undergraduate courses at Eugene Lang College, Parsons School of Design, and Schools of Public Engagement. The application deadline is normally in October for the following academic year. Fellowships are awarded on a competitive basis. Specific information about positions and application procedures is made available by the Provost’s Office each October. Find out more at www.newschool.edu/provost/graduate-student-teaching-program/
Dissertation Fellowships

Advanced doctoral students are eligible to apply for one-year dissertation fellowships, which come with a $10,000 stipend and payment of maintenance fees. Approximately four awards are available annually in each PhD program.

NAMED FELLOWSHIPS

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

Frank Altschul Fellowship

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

Richard J. Bernstein Endowed Prize Fellowship in Philosophy

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

The Imogen Bunting Fellowship

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

Walter and Vera Eberstadt Prize Fellowships

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

Ernestine Bradley Fellowship Fund

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

Holocaust Memorial Fellowships

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

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

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

The Tillie Jakir Fellowship in honor of seven-year-old Tillie Jakir, born in Rudke, Poland, in 1935 and murdered in Lvo, 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 Radziechow, Poland, in 1943.

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

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

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

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

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

Deborah Mitchell Fellowship

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

Ira Katznelson Fellowship

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

Alexander and Ilse Melamid Fellowship

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

Jane Evans Fellowship

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

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

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

Alvin Johnson–University in Exile Memorial Fellowship Fund
In 2009, to commemorate the 75th anniversary of the University in Exile, established by The New School in 1934 by President Alvin Johnson, the university established this fellowship fund, which is supported by the university’s endowment. The fellowship provides full tuition and a living stipend for up to two exceptional German students to study in any graduate program of The New School for Social Research. A German national educational organization nominates candidates from among the German students who have applied for admission; the fellowships are awarded by the division. The first awards were made for the 2010–2011 academic year. For more information, contact Vice Dean Robert Kostrzewa at kostrzer@newschool.edu.

Dorothy Hart Hirshon Fellowship
Established by the board of trustees of the university in honor of Dorothy Hirshon, chairman of the board from 1980 to 1985, in recognition of her enduring commitment to the ideals of the University in Exile, the Hirshon Fellowship is awarded annually to support graduate study in any program of The New School for Social Research 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 university trustee Vera G. List in honor of Katarzyna Kalwinska, a Polish citizen, for her heroism in by hiding Jewish concentration camp escapees from the Nazis. When asked why she chose to risk her life for others, Mrs. Kalwinska, a deeply religious Roman Catholic, said: “If God had wanted me to die because I saved Jews, I was ready to go on the cross like Jesus.” This fellowship is awarded annually to a student from Poland, so that Mrs. Kalwinska’s humanitarian acts would serve as a permanent inspiration to her countrymen and all mankind.

Vera G. List Fellowship
This fellowship, named for late trustee Vera G. List, is awarded annually to a student from the Netherlands. A panel of distinguished scholars from Dutch universities nominates candidates from among their countrymen who have been admitted to any program at The New School for Social Research. For more information or to apply, contact Netherlands America Commission 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 from any program of university who is Swedish or of Swedish descent. If the award is made through The New School for Social Research, the scholarship is awarded at the time of admission and provides partial support for one year of study.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NEED–BASED SCHOLARSHIPS AND GRANTS

Loans
William D. Ford Direct Student Loans
William D. Ford Direct Parent Loans for Undergraduate Students (PLUS)
William D. Ford Direct Graduate PLUS Loans
Federal Perkins Loan Program

Alternative (Private) Credit-Based Educational Loans
Work programs
Federal Work-Study Program
Occupational and Vocational Rehabilitation Program

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

Grants from Other States

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

EXTERNAL FUNDING

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

The NSSR Student Success 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, an online database of private and government funding sources for students and faculty. Check out pivot.cos.com.

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

COURSE DESCRIPTIONS

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

ACADEMIC CALENDAR

The University’s Academic Calendar may be found at www.newschool.edu/registrar/academic-calendar.

MASTER OF ARTS OR MASTER OF SCIENCE

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 with a GPA 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 Dual Degree Options

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 of Public Engagement Bachelor’s Program for Adults and Transfer Students can accelerate the process of earning a master’s degree in anthropology, creative publishing and critical journalism, 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.

A GPA 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.

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 a GPA of 3.0 (grade of B) or better in the designated courses. For more information, see www.newschool.edu/bama.

**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 master’s program in economics, graduate students who have completed 30 credits are no longer permitted to register for courses unless they have been formally accepted into 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 generally not between May 17 and September 1, unless by special permission. A student who takes a written or oral qualifying examination after May 17 cannot expect conferral of the degree at the May commencement.

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

**Master of Philosophy (MPhil)**

The degree of master of philosophy is conferred in anthropology, economics, philosophy, politics, 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 the ability to: conduct independent research in a field by completing all the course requirements of the major (and minor, if any) field of study, demonstrate working knowledge of a foreign language, pass a comprehensive written examination in the major field of study (and the minor, if required), submit an acceptable dissertation proposal (and pass an oral examination) for admission to doctoral candidacy, and write and successfully defend a dissertation (an original contribution to knowledge in the major field).

**Doctoral Examinations**

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

**Dissertation Proposal Defense (Oral Examination)**

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

**Course Requirements**

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

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

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

Foreign Language Requirement

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

Dissertation

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

Dissertation Committee and Defense Committee

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

Fourth Member of PhD Dissertation Committees

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

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

Former New School Faculty and Dissertation Committees

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

Scheduling the Defense of a Dissertation

Dissertation defenses must be scheduled no later than April 18 for expected May graduates; August 15 for expected August graduates; and November 17 for expected January graduates. The candidate must file a written petition to defend the dissertation with the department at least six weeks before the date scheduled for the defense. A copy of the dissertation must be provided to 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 August graduation, the deadline for submission is August 15. For January graduation, the deadline for submission is January 15. The final approved dissertation is submitted online.

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

Students must register to Maintain Status if they do not have final approval of the dissertation committee before the end of the drop period of the next fall or spring semester. Once the revised dissertation has been approved by the committee and submitted online, the degree will be awarded at the next degree conferral date.
Submission of a Copy and Distribution
After the committee has approved the dissertation and submitted the dissertation acceptance statement to the University Registrar’s Office, the student must submit the approved dissertation online at the ProQuest/UMI Dissertation Publishing service at www.etdadmin.com/newschool.

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

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

DOCTORAL DISSERTATIONS APPROVED BY THE NEW SCHOOL FOR SOCIAL RESEARCH IN 2015–2016

Anthropology
Kadija Ferryman
From Bench to Bedside: Accountability in Translational Genomic Medical Research

Brie Marina Gettleson
Narcos, la Migra, and Husbands: Political Geographies of Femicide in Guatemala

Emily Sogn

Vasiliki Despina Touhouliotis
War of Extermination: Cluster Bombs, the Durabilities of War, and Killable Subjects in South Lebanon

Economics
Izza Aftab
Modeling and Estimating Firm Level Innovation in Developing Countries

Fahd Ali
Resource Mobilization through Taxation: The political economy of state and society in Pakistan

Steven A. Bollon
Generalized and Weight Constrained Mean-Variance Efficient Portfolio Selection for the U.S. Public-Sector Pension Plan

Anthony Bonen

Essays in Shareholder Value, the Cost of Equity, and Investment Cycles

Mary Ann Borrowman
Essays on Gendered Labor Market Outcomes, International Trade and Economic Development

Raphaele Chappe
A Portfolio-Based Study on Wealth Accumulation and Distribution

Mark Knell
Three Essays on the Economics of Transition

Francisco Antonio Martinez Hernandez
The Political Economy of Real Exchange Rate Behavior: Theory and Empirical Evidence for Developed and Developing Countries

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

Enno Schroeder
Euro Area Imbalances: Three Essays on Offshoring, Expenditure Growth, and Expenditure Switching

Sinem Sonmez
Macroeconomic Response to Oil Price Shocks from 1970–2013

Ibrahim Tahir Lamtahri
New Empirical Methods and Approaches to Keynesian Macroeconomics

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

Benjamin Evans
Beautiful Confusion: Pre-Kantian Aesthetics and Intersubjectivity

Daniel Fernandez
The Amoralist and the Internalism-Externalism Debate

Naveh Frumer
The Moral Grammar of Critical Theory: Rethinking Injustice from Habermas Back to Adorno

Darren Gardner
Exercise and Insight: Gymnastic in Plato’s “Parmenides”

Adam Gies
Unraveling Folk Psychology: Mindshaping and Plural Frameworks of Rational Agency

Jeffrey Aaron Golub
The Indifference of Matter in Aristotle’s “Metaphysics Z.3”
Justin H. Humphreys  
_Imagination and Practical Reason in Aristotle_

Todd Kesselman  
_Kant's Theory of Desire_

Yusuk Lee  
_The Politics of Critique: A Field-Study of Westernity with the Case of Husserl’s Phenomenology_

Santiago Rey Salamanca  
_“Words Made Flesh”: A Stereoscopic Account of Conceptual Praxis_

Meghan Robison  
_The Birth of Political Life in Hobbes: “Leviathan”_

William Richard Sedutto  
_Heidegger’s Authenticity: Openness into Action_

Elizabeth Suergiu  
_The Philosopher’s Mirror: Imitation and Image Making in Socratic Dialectic_

**Politics**

Paul Citrinn  

Marina Kaneti  
_Migrants, Rights, Politics. Political Agency at Times of Exclusion_

Samuel F. Mueller  
_Undercurrents and Backdoors: Reconstructing Religion in Juergen Habermas’s Critical Social Theory_

**Clinical Psychology**

Carlos Baguer  
_Risk Attributions in Melanoma First-Degree Relatives_

Jessica Chavez  
_Unjust Burden: Race, Class, and the Social Production of Abortion Experiences_

Kerrin Danskin  
_The Impact of Experience on Beliefs About Motherhood_

Jonathan DePierro  
_It Hurts to Feel Good: A Multi-Method Examination of the Negative Affect Interference Construct_

Jon Dimond  
_A Tricky Line I Feel: A Qualitative Thematic Analysis of Clinician Perspectives Providing Psychological Care at the Intersection of Gender Dysphoria and Personality Disorder_

Jennifer Marie Doran  
_Validation of the Alliance Negotiation Scale_

Valerie Ellois  
_The Role of Family Functioning and Perceived Parental Support in Suicidal and Nonsuicidal Self-Injurious Ethnic Minority Adolescents_

Hannah Goldman  
_The Interactive Effects of Childhood Trauma and Adult Attachment Representations in Variations of Parenting Stress_

Chakira Michelle Haddock-Lazala  
_Life & Breasts at the Borderlands—The Breast Reconstruction Decision-Making Experiences of Dominican and Puerto Rican Latinxs_

William Jock  
_Observer Rated and Self-Reported Effects of Alliance Focused Training_

Noriko Kyei-Aboagye  
_Personality and Treatment Adherence in September 11th First Responders_

Lia Okun  
_Inverting the Power Dynamic: First Sessions of Psychotherapy with Therapists of Color and White Patients_

Sherina Persaud  
_Adolescents Conceived through Donor Insemination in Mother-Headed Families: A Qualitative Study of Motivations and Experiences of Contacting and Meeting Same-Donor Offspring_

Lilian Maria Salinas Urbina  
_The Role of Cultural and Neurocognitive Factors in Change Detection Patterns and Change Blindness_

Alexandra Shaker  
_A Qualitative Analysis of Rupture Sessions in High and Low Outcome Brief Relational Therapy Cases_

Victoria Sliva  
_“I Have Always Lived in These Two Houses”: Mechanisms of Negotiating Conflicts of Separation and Connection through Food and the Body_

Jenna Slutsky  
_Integrating Donor Conception into Identity Development: Adolescents in Fatherless Families_

William Somerville  
_Multicultural Competence-Focused Peer Supervision: A Longitudinal Mixed Methods Study of Clinical and Counseling Psychology Trainees_

**Cognitive, Social, and Developmental Psychology**

René Richard Holl  
_Mortality Salient Banner Advertisements Affect Brand Choice in Online Shopping_
Mostafa Salari Rad  
*Essence of Nationality*

Misa Tsuruta  
*Cultural Differences and Similarities in Dreams and Personal Narratives: A Comparison between American and Japanese Undergraduate and Graduate Students*

**Sociology**

Keerati Chenpitayaton  
*When Siam Faced the World: Transnational Relations and the Thai Modernizing State, 1855–1932*

Ilgaz Gurur Ertem  

Nicolas Figueroa Garcia Herreros  
*A Critique of Populist Jurisprudence: Courts, Democracy, and Constitutional Change in Colombia and Venezuela*

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

Amen Jaffer  
*Inhabiting the Power of the Sacred: Legitimacy and Affect in Punjabi Shrines*

Abedin Quader  
*Emerging Bengali Nationalism and the Decomposition of Pakistan during 1947-1971*

Gema Santamaria Balmaceda  
*Lynching in Twentieth-Century Mexico: Violence, State Formation, and Local Communities in Puebla*

Anezka Cecile Sebek  
*Family Homelessness in the Small City*

Valerie Small  
*The 21st Century Church and the LGBTQ Community: Bridging the G.A.P. (God All Powerful)*

Kei Takata  
*Cosmopolitan Publics in Isolation: The Japanese Global Sixties and Its Impact on Social Change*
DEPARTMENT OF ANTHROPOLOGY

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

Contact information
Anthropology Office: 212.229.5757
Admission liaison
anthliaison@newschool.edu
Charles Whitcroft, Department Senior Secretary
Charles McDonald, Student Advisor
anthadvisor@newschool.edu

Faculty
Miriam Ticktin, Chair and Associate Professor
Abou Farman, Assistant Professor
Lawrence Hirschfeld, Professor of Anthropology and Psychology
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

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

McKenzie Wark, Professor of Culture and Media, Eugene Lang College of Liberal Arts

Visiting Faculty
Neni Panourgia, Visiting Associate Professor

Post-Doctoral Fellow
Hammad Sheikh

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

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

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

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

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

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

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

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

**PhD Program Requirements**

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

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

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

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

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

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

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

**Dissertation Defense**

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

**Anthropology Courses**

The following courses will be offered in 2016–2017. All courses carry three credits unless otherwise stated in the description. For current course descriptions, visit [www.newschool.edu/ucc](http://www.newschool.edu/ucc).

**Fall 2016**

**GANT 6065 Problems in Anthropology**

Ann Stoler

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

**GANT 6107 Colonial Objects**

Rebekka Habermas

This course wants to study the whole range of objects and goods transferred from the colonies to European metropoles in the long 19th and beginning 20th century in order to come to a better understanding of the colonial echoes of things still heard until today. The biographies of colonial objects lead us from an African or Asian village to an American museum, to an European scientific laboratory, or into the world of consumer goods be it in Paris or London, Madrid or Brussels. The crucial question at stake is, who and how have things and goods changed in its economic, epistemological, religious or political meaning and in what respect and how we can describe the colonial echo of this shared history. Which role did missionaries, travelers, merchants as well as colonial officers and researchers play in this entangled material history? The course will focus on recent research undertaken in anthropology, history, economics and museum studies and
Temporality is thus taken to be constructed: time is a consciousness and methods for temporally situating events. Generally speaking, anthropology is concerned with the apprehension of time, or variable modes of time-themselves. While we will review how time has been apprehended in social science work, we will not be settling on a particular mode of narrating time. The aim of the seminar is to consider how one might make time, as representing multiplicity and simultaneity in ethnographic networked infrastructures, in an effort to address this problem jointly with Prof Fernando’s class via videoconferencing. This course will satisfy requirements in Perspectives.

GANT 6170 Religion & Secularism
Abou Farman
This graduate seminar will start with overviews of the anthropology of religion and the more recent work on the anthropology of secularism, questioning the assumptions behind the politics of divided spheres, the public and the private, the religious and the secular, the theological and the political. What are the boundaries of religion and how have they been shaped? What is the relationship between religion and secular formations of power and knowledge, such as the modern state and science? However, the largest focus of the course will be on the disordered, shadowy zones of the religious-secular divide—practices, spaces, phenomena that are grouped under other categories such as animism, possession, shamanism, ghosts, idolatry and, that now ubiquitous category, spirituality. What are the political and epistemological stakes in these zones? We will look especially at those instances when these surge up through apparently secular modern contexts—in courts, within the state, through political action, in recastings of scientific and medical work, in the sacralization of consciousness, the equivocations of psychology and the fashioning of selves...
The course will be taught in coordination and conversation with a similar course being taught by Prof Mayanthi Fernando at UC Santa Cruz. A number of seminars will take place jointly with Prof Fernando’s class via videoconferencing. This course will satisfy requirements in Perspectives.

GANT 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 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.

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 2017

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 humanist endeavors. This course is required for MA students in Anthropology.

GANT 6225 Anthropology of Law & Medicine
Miriam Ticktin
This class will explore the trajectories of anthropological studies of law and medicine, focusing in on their intersections. How do medical and legal regimes each frame problems? Both regimes take injury and suffering as central, but how are these responded to in each case? How do they each configure ideas of harm and responsibility? When do they contradict one another, when do they complement and feed off of one another? What kinds of persons, objects and forms of knowledge are produced in the space of intersection? Examples of topics covered: the intersections of global health and security and surveillance systems; legal definitions of life and death and their intersections with clinical practice; medical tourism, clinical trials and their intersections with property regimes; bioprospecting and indigenous forms of knowledge; criminalization of infectious disease; medical evidence used in asylum and immigration cases; the extension of human medicine to animals and other living beings, and the associated emergent legal regimes. This course satisfies requirements in Perspectives.

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 known as “the performativity of economics” and processes of economization. Students will be asked to consider the ways in which these recent approaches to studying economic life have taken up the aims of anthropology itself.

GANT 6325 Experimental Ethnographies
Neni Panourgia
In its attempt for scientification in the 1950s, feeling the pressure from positivism and objectivism in the social sciences as a response to the Cold War, anthropology engaged in the sort of writing that could be employed in the production of vast databases of human behavior. Anthropological writing became more streamlined and tight than ever before. The establishment, however, of interdisciplinary locations of production of knowledge, such as the Committee on Social Thought, brought together a variety of problematics and disciplinary approaches that opened up the space for hybrid texts. What started as a pedagogical experiment, though, became articulated as a disciplinary position within anthropology in the 1970s, largely as a response to the questions that had been brought up by the theoretical positions of thinkers such as Clifford Geertz, Claude Lévi-Strauss, and the feminist movement. In this course we will trace the development of this new position, from the original texts that suggested a form (Gregory Bateson’s Naven in the late 1930s and, later on, Lévi-Strauss’s Tristes Tropiques), to the critical examination of anthropological writings from within the discipline that gave rise and legitimated the experimental ethnographic writings of the 1980s. Within that trajectory we will read both some of the theoretical texts that inaugurated this new location of writing (by Clifford Geertz, Lévi- Strauss, Marcus and Cushman), but also ethnographies that hold the problematic of these questions, among which are: James Wafer’s The Taste of Blood, Diane Nelson’s A Finger in the Wound, Richard Kernaghan’s Coca’s Gone, James Boon’s Affinities and Extremes, Michael Jackson’s The Palm at the End of the Mind.

This Practices seminar is addressed primarily to first-year MA Anthropology students, but also to any students who engage with ethnographic writing, as ethnography becomes part of the methodology of neighboring disciplines, such as social history and sociology.
GANT 6330 Lab Life  
Nicolas Langlitz  
This course introduces anthropology and psychology students to science studies by way of a collective hands-on ethnographic research project. Together we will explore the work of Wendy d’Andrea’s Trauma and Affective Psychophysiology Lab. Prof. Langlitz will provide basic conceptual and methodological tools for this fieldwork while Prof. d’Andrea will introduce students to her group's research. We will examine the controversies the lab is involved in and study how its scientific truth claims are consolidated and challenged in the research process. Historical and ethnographic studies of posttraumatic stress disorder will provide new perspectives on the observed experiments. We will also reflect on different epistemic and therapeutic virtues such as objectivity and compassion that psychology students are expected to cultivate to become good psychologists. Finally, we will look at vocational science as a way of life and study how scientific findings can remake the lives of patients.

GANT 7007 PhD Proseminar III  
Hugh Raffles  
This seminar is a practical course in grant writing. It has three goals:

1. To help you clarify and present your research project.
2. To help you develop an understanding of grant proposals as process and genre.
3. To increase your chances of obtaining funding.

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

- 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 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.

Contact information:
Economics Office: 212.229.5717 x3044
Admission Liaison
EconLiaison@newschool.edu
TBD, Department Senior Secretary
Ibrahim Shikaki, Student Advisor
EconAdv@newschool.edu

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

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

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

Adjunct Faculty
Robert Brenner, Visiting Professor (Fall 2016)
Jamee Moudud, New School for Social Research

Visiting Faculty
Christian Schoder, Visiting Assistant Professor

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

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

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

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

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

Three core courses:
GECO 6190 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 nine elective courses required for the MS in Economics, at least three must be taken from the courses offered or cross-listed by the Economics department; as many as six may be graduate-level courses offered by other departments of the New School for Social Research, or the Milano School of International Affairs, Management, and Urban Policy. The student’s faculty advisor must approve the elective program.

Comprehensive Examination

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

PhD in Economics

Students matriculated in the MA Economics 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) by the Economics Department. Acceptance into the doctoral program is not automatic. The following conditions must be fulfilled for the petition to be considered:

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

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

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

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

Four core courses are required:
GECO 6200 Advanced Microeconomics I; GECO 6202 Advanced Macroeconomics I;
GECO 6281 Advanced Econometrics I;
and one of the following: GECO 6204 Advanced Political Economy (I or II) 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; this is also the case for transfer credits.

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

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

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

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

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

Language Requirement:
Doctoral candidates are expected to be literate in at least one language other than English, deemed relevant to their areas of specialization. Literacy is demonstrated by translating from the chosen language a reading on economics designated by the chair of the department. Note: This requirement can be waived for students who demonstrate a high level of competence in advanced mathematics, as demonstrated by receiving a GPA of 3.0 or higher in GECO 6189 Mathematics for Economists, GECO 6281 Advanced Econometrics, or an equivalent course.

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

The Economics qualifying examinations are 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 it must then be approved by the department. The paper will be read and graded separately by the student’s supervisor and one other member of the faculty. For more information on this option, consult the Department of Economics Procedures Guide.

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 will name a committee of at least five faculty members to examine the candidate (at least four from the Economics department), and will appoint one as chair. The final examination must satisfy the committee that the quality of the candidate’s work extra muros meets the standards of the university for the PhD degree in Economics. This examination may be taken only once and is graded either pass or fail. The candidate must register to Maintain Status for the term in which he or she sits for the final examination.

**Economics Courses**

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

The following courses will be offered in 2016–2017. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

**Fall 2016**

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

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

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

The second part of the course will examine the social implications of the discovery of volatility heralded in by derivative finance. We will use the work on the performativity of finance to explore the social dimensions of Black-Scholes. Performativity is a key concept in the anthropological discussion of ritual and exchange. We will extend these insights and look at some of the classic research in anthropology on ritual, gift, and exchange to shed light on how derivatives work. This will lead us to an examination of the social aspects of the concept of volatility, which will intersect with our earlier discussion of volatility in Black-Scholes.

GECO 5104 Historical Foundations of Political Economy I
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 5266 The World Economy, 1945 to the Present: Boom, Stagnation, Crisis
Robert Brenner
The course will consider the evolution of the postwar economy, culminating in the current global economic cum financial crisis. Its point of departure is the politico-economic settlement that was consolidated in the years immediately following World War II. The major issues that will be considered include: the sources of the long postwar boom, 1950–1973; the causes of the turn to crisis from the late 1960s/early 1970s and of the long slowdown that ensued; the rise and fall of Keynesian demand management; export-led industrialization and the ascent of the East Asian NICS; the emergence of neo-liberalism; technical change and the “New Economy”; the Chinese “economic miracle” and its consequences for the world economy; “financialization” and the bubble economy of the 1990s and 2000s; the explanation of the Great Recession; and the question of what lies ahead: a return to sustained growth, continued stagnation, or deeper crisis/depression?

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
Mark Setterfield
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 and Thomas J. Sargent (3rd edition, 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 has several different objectives. The first part deals with a comparison of theories of international trade in neoclassical economics and classical political economy. The second part investigates some of the contemporary debates regarding economic policy and international trade, situating these analyses in the context of rival theories of business competition. Finally, we will investigate the political economy of economic policy, focusing in particular on state–business relations and the ways in which political power struggles shape the nature of policy outcomes including global outsourcing. This section will include an analysis of the relationship between law and power and the impact of this nexus on export promotion and domestic social policies. The final section of the class will deal with an investigation of the links between environmental policy, free trade, law, and power.

GECO 6270 Labor Economics 1
Teresa Ghilarducci
Labor Economics 1 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
Christian Schoder
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 estimation techniques for dynamic panels.

GECO 6291 Economic Development 2
Ying Chen
This course is the second in a two-semester sequence on development economics, concentrating on the microeconomic issues of development. Both theoretical and empirical research are studied. The theoretical component emphasizes issues related to rural household decisions such as consumption, agricultural production, and fertility, although some attention is given to urbanization and industrialization. The empirical component includes statistical and microeconometric methods, but also nonquantitative methods such as anthropological studies.

Spring 2017

GECO 5105 Historical Foundations of Political Economy 2
Clara Mattei
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 macrodynamic 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
Julia Ott
Rethinking Capitalism explores the phenomenon of capitalism in the contemporary world order from a multidisciplinary perspective. Several aims inform its design. The first is to consider the nature of capitalism as a distinctive social formation. The second aim is to grasp two crucial foundations of capitalism—property and labor—and to examine their presumed opposites. The third is to analyze the sustainability of reproducing modern capitalism in light of several important contradictions since the 1970s: weakening aggregate demand, growing socioeconomic inequalities, and mounting ecological crises. The last aim of the course is to explore the theme of...
alternatives: to examine proposals, reforms, and trends to limit, reorganize, or transcend the contradictions of capitalism. The course is organized into four interrelated modules: (1) Introduction to Capitalism; (2) Property and Labor; (3) Sustainability of Capitalism; and (4) Alternatives to Existing Capitalist Societies. It addresses these themes through a series of lectures and discussions—taught by Daniel Boscov-Ellen (Philosophy), Johanna Oksala (Politics), Julia Ott (History), Gustav Peebles (Anthropology), Sanjay Ruparelia (Politics), Paulo dos Santos (Economics), and Mark Setterfield (Economics)—that reflect diverse intellectual traditions and disciplinary perspectives.

GECO 6130 Seminar in Behavioral Economics
Anwar Shaikh
Modern behavioral economics is dominated by two conflicting objectives: to study actual human behavior, and to avoid threatening the maximizing-optimizing foundations of orthodox economics. This course will survey the existing literature, and work towards compiling a truer picture of how people act and make choices. Students will be expected to make presentations in the seminar.

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

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

GECO 6190 Graduate Microeconomics
Ying Chen
This course covers the fundamental aspects of microeconomic theory that are required to read contemporary economics journals and to create new models to explain the behavior of firms, households, and markets, and to evaluate economic policies. Some of the material overlaps with a high-level undergraduate intermediate microeconomics course, but will be treated from a more critical and methodological point of view. Students who have had a strong undergraduate intermediate microeconomics course should consult the instructor to decide between this course and Advanced Microeconomic Theory. The first part of the course focuses on modeling households, firms, and markets under the assumption of full information about the commodities being produced and exchanged. This section of the course will review supply-and-demand models; the theory of consumer surplus; the theory of consumer choice, particularly as applied to labor supply, saving, and risk taking; the theory of the cost minimizing and profit maximizing competitive firms; cost functions and industry equilibrium; general equilibrium and market failure due to externalities; monopolies; government intervention; the theory of the Second Best, oligopoly, and monopolistic competition; and basic concepts of game theory. The second part of the course considers the problem of incomplete and asymmetric information in market interactions, including the issues of moral hazard, adverse selection, and signaling. The theoretical concepts will be illustrated by examples of applications to important social and policy problems, including environmental degradation, financial evolution, industrial regulation, market liberalization, and labor market discrimination. The critical evaluation of microeconomic theory as an analytical and policy tool will be a major focus of class discussion.

GECO 6201 Advanced Microeconomics 2
TBA, Faculty
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.

GECO 6203 Advanced Macroeconomics II
Not offered in 2016–2017
This course extends the study of the foundations of macroeconomic theory by providing a critical theoretical and empirical analysis of the problems of economic growth, fluctuations, and employment. We will focus on theory and empirical work of different traditions of dynamic macroeconomics. Topics covered in this course include the empirical evidence on the old and new growth theory; business cycle models in the equilibrium and disequilibrium traditions; empirical work on the Phillips curve and unemployment; labor market dynamics and inequality; asset market fluctuations and economic activity; recent theoretical...
and empirical work on monetary and fiscal policies; and open economy dynamics. Suggestions of other topics in macroeconomics are welcome. Students will be encouraged to develop their own research, and an emphasis will be placed on empirical work in macroeconomics.

GECO 6204 Advanced Political Economy I
Duncan Foley
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 6206 Post-Keynesian Economics
Mark Setterfield
This course presents an overview of Post Keynesian economics. It begins by distinguishing Post Keynesian economics from other varieties of Keynesianism, and identifying the major methodological concerns of Post Keynesian economics. Thereafter, the course explores various topics in Post Keynesian economic theory. These include: the principle of effective demand; cost-plus pricing theory; the conflicting-claims theory of inflation; theories of endogenous money and finance; and demand-led growth theory.

GECO 6264 Money and 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, Wickensell, 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 Chartist 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 6290 Economic Development 1
Teresa Ghilarducci
The increasing race, class, and gender gaps in life spans, work standards, and income and wealth means not everyone is sharing in prosperity and longevity gains. Some economic traditions influencing labor market regulation, pension and 401(k) tax policy and regulations, Social Security and health care policies suggest that everyone should work longer and pensions be reduced at the private and public sector. This class will explore the budgetary, intergenerational race, gender, and class, equity, and labor market effects of policies addressing population aging. Caring labor, racial stratification, and neoliberal economic reforms, especially those influenced by behavioral economics, will be examined. Students will choose to write a final paper and/or take a final exam for the major part of their grade. The course is designed for the student to decide what form of evaluation meets their needs.

GECO 6281 Advanced Econometrics I
Christain Schoder
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 1
Not offered in 2016-2017
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.
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 Schürrmann, 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 for Social Research is thus the study of phenomenology, hermeneutics, and pragmatism; political and social thought; ethics, critical theory, and aesthetics; epistemology, metaphysics, and ontology; logic and language; rationality, methodology, and naturalism within the social sciences; nature, culture, beauty, and goodness; unconscious and conscious processes; and contingency, necessity, human freedom, tragedy, and truth.

Contact

Philosophy Office: 212.229.5707
Admission Liaison: PhilLiaison@newschool.edu
Despina Dontas, Department Senior Secretary
DontasD@newschool.edu
Ryan Gustafson, Student Advisor
PhilAdvisor@newschool.edu
Kathleen Kelly, Student Advisor
philosophyws@newschool.edu

Faculty

Alice Crary, Chair and Associate Professor
Zed Adams, Associate Professor
Cinzia Arruzza, Assistant Professor and Director of Undergraduate Studies
J. M. Bernstein, University Distinguished Professor
Richard J. Bernstein, Vera G. 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

Affiliated Faculty

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

Adjunct Faculty

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

Visiting Faculty

Simona Forti, Visiting Professor
Mirjam Kotwick, Onassis Lecturer

Philosophy Department Activities

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

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

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

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

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

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

Programs of Study

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

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 are described in this catalog under
Transfer of Credits and in the Philosophy Student Handbook
found online.

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

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

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

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

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

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

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

Four courses in psychoanalytic theory offered by the
department (recent offerings include Basic Freud, Freudians
and post-Freudians; Ethics and Psychoanalysis; Non-Neurotic
Pathologies; Time, Being, and Interpretation; and
Psychoanalysis and Deconstruction). One course each in three
of five subject areas as defined by the department: Ancient
and Medieval Philosophy, Renaissance and Early Modern
Philosophy 18th and 19th Century Philosophy, and 20th
Century Continental 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 in Philosophy
Students matriculated in the Master of Arts program at The
New School for Social Research apply to continue into the
PhD program. Acceptance into the program is at the discretion
of the department. Most students apply after completing at
least 18 credits of the master’s program; very few apply only
after completing all requirements. Continuance is granted on
the condition that all MA requirements will be satisfied on the
continuing students track as described above.

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

PhD Program Requirements
A total of 60 credits must be completed, including the 30
credits required for the master’s degree and any credits
approved by the department for transfer from other institutions
or degree programs. At least 48 of the 54 credits must be listed
or cross-listed in Philosophy. At least 15 of the 48 philosophy
credits must be earned for seminar courses. All PhD students
must fulfill the following distribution requirements (including
MA coursework or their transfer equivalent): one course in
Ancient and Medieval Philosophy, two courses in 20th
Century Analytic Philosophy, and one course from each of the
following areas: Renaissance and Early Modern Philosophy,
18th and 19th Century Philosophy, and 20th Century
Continental Philosophy. All students, including transfer
students, must satisfy these course requirements. Students
must receive a GPA of 3.0 or better in all philosophy courses
and maintain a cumulative GPA of at least 3.0 to remain in
good standing. During their final year of 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: Greek, Latin, French, or German. A student may petition the department to substitute a language other than one of these if it is particularly relevant to the student’s dissertation topic.

**PhD Qualifying Examinations**

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

**Dissertation Defense**

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

**MPhil in Philosophy**

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

**Philosophy Courses**

The following courses are offered in 2016–2017. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at [www.newschool.edu/ucc](http://www.newschool.edu/ucc).

**Fall 2016**

GPHI 5117 Introductory Proseminar

Cayla Clinkenbeard and Benjamin Norris

In this proseminar, we investigate a series of philosophical conversations, beginning with Plato and Aristotle and ending in the 20th century, and, through close readings of selected texts, offer an introduction to the basic themes that inform the study of philosophy at The New School for Social Research. 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 associated with being a new graduate student in the department.

GPHI 6018 Hegel's Phenomenology of Spirit I

Jay Bernstein

This is the first part of a yearlong course. The course commences with a reading of *The Spirit of Christianity and Its Fate*, in which Hegel first articulates the core components of his ethical vision: the critique of Kantian moralism; the postulation of “fate” in which the denial of the other yields the destruction of the self; consciousness formation through criminal action; and the original statement of the work of “the negative.” All of these are set within an implausible metaphysics of life. The Phenomenology of Spirit is the attempt to salvage the insights of the early program without its metaphysics. During the semester, we carefully read Hegel’s *Introduction*, the accounts of “Consciousness” and “Self-Consciousness,” and, at least, the first half of the chapter on “Reason.” As we proceed, fundamental objections to Hegel are considered: Heidegger’s critique of Hegel’s phenomenological method; Feuerbach’s contention that consciousness need never leave the world of sense-certainty; and Derrida/Bataille’s argument that the dialectic of master and slave involves an illegitimate transfiguration of the negativity of death into a moment of development and growth. At stake throughout is an interrogation of Hegel’s conception of idealism, and its governing premise: subjectivity is grounded in (at least) intersubjectively; it is that thesis which installs sociality and ethical normativity into the heart of Hegel’s project.

GPHI 6034 Psychoanalysis & Deconstruction

Alan Bass

As a major force in contemporary thought, deconstruction has been strongly influenced by psychoanalysis. In turn, as part of its critique of metaphysics, deconstruction has had much to say about the uncritical presuppositions of psychoanalysis. The aim of this course is to study deconstruction and psychoanalysis from both points of view and then to envision how each theory transforms the other. After introducing the basic issues via comparative readings from Nietzsche, Freud, and Heidegger, readings focus on Derrida’s deconstructive texts. Other deconstructive and psychoanalytic thinkers are studied, with particular attention to the Lacan debate, psychoanalysis as science, and the rethinking of sexual differentiation.

GPHI 6045 Hannah Arendt: Politics & Philosophy

Richard Bernstein

This course will pursue a number of themes that are central to Arendt’s thinking, including the human condition, labor, work, action, politics, power, thinking, willing, and judging. We will roughly follow her intellectual development. Readings will include selections from *The Jewish Writings*, *The Origins of Totalitarianism*, *The Human Condition*, *On Revolution*, *Between Past and Future*, *Crises of the Republic*, and *The Life of the Mind*. 
GPHI 6084 Concept of Theological-Political
Bernard Flynn
Carl Schmitt stated that all major political concepts are secularizations of theological notions. One of Claude Lefort’s major articles is entitled “The Permanence of the Theologico-Political?” This course focuses on the notion of the Theological-Political. Drawing from the works of Ernest Kantorowicz, Quentin Skinner, and Remy Brague, it begins with the pre-modern Europe where one finds the direct grounding of political legitimacy on theological doctrines. Next, drawing on the works of the social contract theorists, particularly that of Hobbes, we consider that uncoupling of this direct relationship. Then we deal with the theorists of secularization and their critics, including, among others, Karl Lowith and Hans Blumenberg. After this, we study the new articulation of the political-theological in the 20th century in the form of political messianism (with and without a messiah) in the works of Walter Benjamin, Jacques Derrida, and others. A different notion of the relationship between the political and the theological is considered in the philosophy of Claude Lefort. The course concludes with a reflection on the debate concerning the relationship between religion and politics in the United States today.

GPHI 6124 Eros Madness and Plato
Cinzia Arruzza
Lovers of philosophy, of the laws, of spectacles, of boys, of the demos, of immortality, of beauty, of the Good, of good lovers, bad lovers, mad lovers, tyrannical lovers, shoeless lovers and lovers with shoes: What should we make of eros in Plato’s dialogues? Is there one single theory of eros or do different dialogues offer different perspectives and theories? Is eros a rational desire for the Good, a maddening sexual passion, or a malleable desire and motivational source? This lecture course will focus on Plato’s Symposium, Phaedrus, and on passages from Book V and IX of the Republic in order to investigate the nature of eros and its relation to madness and philosophy.

GPHI 6142 Descartes, Spinoza, Kant
Omri Boehm
The course will track the transformation of Early Modern extravagant rationalist metaphysical ambitions into Kant’s no-less-extravagant claim that reason is capable of achieving autonomy by criticizing itself. We will proceed by reading closely from Descartes’s Meditations and Spinoza’s Ethics and the Dialectic of the Critique of Pure Reason; and will focus on Descartes’s Cogito; the Cartesian proofs of God’s existence; Spinoza’s conception of nature, monism, and eternity; and then on Kant’s claim that such metaphysical rationalist positions are produced by Reason’s fate to fall trap to its own illusions.

GPHI 6143 Husserl and Merleau-Ponty
David Carr
This seminar will be devoted to a careful study of three works: Husserl’s Ideas I and Ideas II, and Merleau-Ponty’s Phenomenology of Perception. Topics will include phenomenological method; perception; intentionality; embodiment; and intersubjectivity. To what extent does Merleau-Ponty’s work continue Husserl’s, and to what extent is it a major departure from Husserl?

GPHI 6145 Evil and Power
Simona Forti
How should we deal with the age-old issue of the relation between power and evil? In contemporary continental philosophy, there are two main perspectives on the matter. The first evokes the uniqueness of the tragedies of the last century as a true example of absolute evil, unwittingly carrying on a theological heritage. The second considers the question of evil to be nothing but a metaphysical hypostasis. In this course we will critically challenge both viewpoints by redefining the contemporary relevance of the question of political evil. We will track down two different and contrasting genealogies, so far unexplored in their philosophical and political implications. Readings drawn from Dostoevskij, Nietzsche, Heidegger, Arendt, Foucault, and Primo Levi will allow us to grasp the meaning of these two different ways of thinking and connecting evil and power.

GPHI 6146 Justice in Time
Ross Poole
By justice in time I include:
(i) Historical justice (justice to the past): where claims are made for recognition, reparation, and/or retribution for crimes that occurred some time in the past. Examples to be discussed will include: transitional justice (e.g. South Africa, Eastern Europe); indigenous rights (the Americas, Australia, New Zealand); the legacy of slavery (the United States).
(ii) Justice to the future: to what extent should current practices (e.g. resource use, environmental impact) take into account the rights of future generations.

Both kinds of justice will be discussed in terms of specific examples. However, we will also look at the conceptual and normative problems they raise. For example: Does the passage of time diminish the claims of justice? How do we weigh the claims of the past against the claims of the present? Is it even coherent to suppose that those who no longer exist and those who do not (and may not) yet exist have rights?

GPHI 6147 Bodies, Gender, and Domination
Chiara Bottici
Why do people fight for their own servitude as if it were their own deliverance? This is a question that has been at the heart of philosophy for a long time under the heading of voluntary servitude, ideology, or, more recently, domination. The aim of this class is to explore how gender theories have proved capable of addressing such a problem in a way that challenged some of the most established tenets of the Western philosophical canon. In particular, we aim to explore the role that the body, as the site of specific predicaments, plays within it. We will proceed through a close analysis of key texts of Marxist feminism, anarchafeminism, psychoanalytic feminism, queer and postcolonial theory, and we will apply these readings to concrete examples of lived experience. Students will also be invited to take attend of the SIPP (International Society for Psychoanalysis and Philosophy) which will take place at the New School in November 2016. The title of the conference is Any Body: The Matter of the Unconscious, and is aimed to invite reflections on the body and the materiality of the unconscious, as a crucial site for the creation and renegotiation of gender identities.
GPHI 6548 Prospectus Seminar
Dmitri Nikulin
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 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 6696 Cavell
Zed Adams
This seminar will consist of an in-depth study of a number of significant moments in Stanley Cavell’s philosophical career. We will read and discuss selections from a variety of his works, from some of his early essays on the philosophy of language, modernism, and art (in Must We Mean What We Say?), to some of his work on film and film genres (in The World Viewed, Pursuits of Happiness, and Contesting Tears), to some of his work on skepticism (in The Claim of Reason and Disowning Knowledge).

GPHI 6697 Aspects of Interpretation
Alice Crary
“Interpretation” is called for in a wide variety of everyday and specialized domains. Part of what attracts philosophical attention to the concept of “interpretation” are two implications in which deployments of it usually seem to carry: first, that there is a clarifying response to a meaning that is already there (i.e., “interpretation” is not pure invention); second, that, nonetheless, some creativity or innovation may be involved (i.e., “that’s one interpretation”). How can both of these things be true? How can the clarification or preservation of a meaning that already there involve innovation? This puzzle is related to others which tend to inform contemporary debates about “interpretation”: Is there such a thing as an objectively correct interpretation? Can there really be a plurality of conflicting (but equally good) interpretations? Is every take on the meaning of a text an interpretation of it, or are some meanings available without interpretation? A further question concerns the unity of interpretation: Does interpretation describe a distinctive form of understanding and explanation which, as some have claimed, picks out and structures the domain we call the “humanities”? Or is “interpretation” rather a loose collection of different techniques for elucidation, which vary according to the type of thing being interpreted? Taking up these questions, we will examine the concept of interpretation as it functions in a few different domains (e.g., law, literature, self-understanding) before turning to the broader question of the unity of interpretation across the humanities. Readings will be from Wittgenstein, Kripke, Derrida, Gadamer, Iser, Sartre, Walter Benn Michaels, Charles Taylor, Ronald Dworkin, Joseph Raz, Atomin Scalia, Alexander Nehamas, Stanley Cavell, Richard Moran, among others.

GPHI 6703 Aristotle’s Search for Wisdom
Mirjam Kotwick
This course will consist of a close reading of Metaphysics Book I and related texts (in English translations). Aristotle calls wisdom (sophia) the knowledge of the first principles, the causes of everything that is, and it is the target of his investigation in Metaphysics Book I. Our effort in this class is to examine carefully the arguments presented in this book, to scrutinize the criticisms he makes of his predecessors (the pre-Socratic thinkers and Plato) and their take on first principles, and to question his characterization of his predecessors’ thought. We will focus on Metaphysics Book I but will supplement our reading with select passages from other Aristotelian works and other witnesses to pre-Socratic and Academic thought. No knowledge of Greek is required or assumed, but it is certainly welcomed and beneficial to the student.

GPHI 6704 Heidegger’s Metaphysics
Dmitri Nikulin
In this seminar, we will closely read and discuss one of the richest and most complex texts of Heidegger, his 1929-1930 lecture course, “The Fundamental Concepts of Metaphysics.” Engaging with the topics, from Being and Time, but also anticipating the later development in Heidegger’s thought, the discussion will revolve around two major topics: boredom and the world.

GPHI 6710 Themes from Foucault
Simona Forti
Foucault has often been criticized for not providing any criteria for assessing political practices, as the observation that “power is everywhere” would make it impossible to differentiate between a type of power and another. Is that true? In this seminar, we will question this interpretation by reading Foucault’s texts dealing with the distinction between power and domination. Then we will focus on Foucault’s critique of biopower and on the idea of parrhesia as a practice of freedom and resistance.

GPHI 5505 Ancient Greek, Beginner Language Study
Mirjam Kotwick
This course is an introduction to the Ancient Greek language. The class is intended for beginners; no prior knowledge of Ancient Greek is expected. Students will be introduced to the basic grammar of ancient Greek, and skills in reading ancient Greek prose texts will be developed. Particular attention will be given to philosophical texts and terms.

GPHI 6601 Hegel’s Science of Logic I
Richard Bernstein
A two-semester close reading of Hegel’s Science of Logic.

Spring 2017
GPHI 5016 Modern Deductive Logic
TBA, Faculty
The purpose of this course is to provide students with knowledge and understanding of the basic concepts of modern deductive logic, both in syntax and semantics. We start with sentential logic and discuss methods of constructing truth tables, truth trees, and derivations (for both the systems of SD and SD+). We then turn to predicate logic and consider certain differences and similarities between sentential and predicate logic, and adjust the methods of truth trees and derivations to predicate logic.

GPHI 6022 Hegel’s Phenomenology of Spirit 2
Jay Bernstein
In the second half of this yearlong study of Hegel’s pivotal
early work, our focus will be on the chapter on “Spirit.” In it, Hegel proposes that reflective self-understanding of ourselves as modern, self-determining subjects is an ahistorical accomplishment, and hence that philosophical self-consciousness is necessarily historically mediated. Central to his argument is his account of the Greek world represented in Sophocles’ Antigone (against which a variety of feminist critiques have been lodged); the French Revolution and the Terror; and the critique of the moral philosophies of Kant and Fichte (against which a variety of Kantian counters have been lodged). The course will then turn to Hegel’s account of “Religion,” which raises the question of whether Hegel’s system is merely a philosophical interpretation of Christian revelation or an atheistic system whose core ideals are merely anticipated by Christianity. Finally, we shall study Hegel’s account of “Absolute Knowing” (his ultimate defense of idealism against epistemological realism), and his conception of philosophy as “speculative” writing in the “Preface.” Consideration of contemporary accounts of Hegel’s idealism by Pippin, Brandom, and others will be a leitmotif of our reflections.

GPHI 6058 Mind & Language
Richard Bernstein
This lecture will concentrate on the writings of Wilfrid Sellars, John McDowell, and Robert Brandom. A close reading of their work focuses on Kantian, Hegelian, and pragmatic themes as they pertain to mind, language, and world.

GPHI 6073 Descartes
Dmitri Nikulin
The course is a general introduction to the philosophy of Descartes, with particular emphasis on Cartesian ontology, metaphysics, and science, as well as the arguments regarding the constitution of the (modern) subject. The texts discussed include Meditations on First Philosophy, along with some of the Objections and Replies, The World, Discourse on the Method, the Rules for the Direction of the Mind, and letters from various periods, including the letters of Elisabeth of Bohemia.

GPHI 6121 Wittgenstein
Alice Crary
This is a course on the later philosophy of Wittgenstein. One of the aims of the course is to provide a solid understanding of Philosophical Investigations and other of Wittgenstein's later writings. A second aim is to illustrate the continuing relevance of Wittgenstein’s thought by bringing it to bear on questions of current philosophical interest. The last time this course was taught, the emphasis was on the bearing of Wittgenstein’s thought on issues in philosophy of the mind. This time the emphasis will likely be on the bearing of Wittgenstein’s thought on issues in philosophy of language.

GPHI 6127 Tragedy’s Philosophy
Simon Critchley
Philosophy, as a discursive invention, beginning with Plato, but extending along the millennia into the present, is premised upon the exclusion of tragedy and the exclusion of a range of experiences that we can call tragic. My claim in this lecture course will be that this exclusion of tragedy is, itself, tragic, and this is arguably philosophy’s tragedy. I want to defend tragedy against philosophy, or, perhaps better said, that tragedy articulates a philosophical view that challenges the authority of philosophy. My general question is the following: What if we took seriously the form of thinking—we could call it adversarial, conflictual, or dialectical—that we find in Greek tragedy, and the experience of partial agency, limited autonomy, agonistic conflict, gender confusion, moral ambiguity and deep traumatic affect that it presents? How might that change the way we think and the way we think about thinking? Might that be tragedy’s philosophy as an alternative to philosophy’s tragedy? Might that be what Nietzsche meant when he described himself as the first “tragic philosopher”? In addition to the texts of Attic tragedy (with a particularly obsessive emphasis on Euripides) and Gorgias (who will emerge as a kind of hero), we will read selections from Plato, Aristotle, Hegel, Schelling, Nietzsche, and Heidegger before turning to more recent articulations of tragedy in Jean-Pierre Vernant, Bernard Williams, Terry Eagleton, Judith Butler, Anne Carson, and Bonnie Honig.

GPHI 6510 Gadamer’s Truth and Method
Richard Bernstein
The primary focus of this seminar will be a close reading of Truth and Method. We will also consider some of Gadamer’s other writings as well as his relationship with Heidegger, Habermas, Ricoeur, and Derrida.

GPHI 6548 Prospectus Seminar
Dmitri Nikulin
This 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 6639 Hume & Scottish Enlightenment
Ross Poole
The core of the course will be a close reading of David Hume’s amazingly precocious Treatise of Human Nature. However, we will also look at Hume’s later writings, especially the two Inquiries and the Dialogues concerning Natural Religion, where they introduce new or different material. Close attention will be given to Hume’s skeptical views about causality, induction, and personal identity, but we will also look at his account of the passions, morality, religion, and politics. In all cases, we will try to place Hume’s views in relationship to those of contemporaries (e.g., Hutcheson, Adam Smith). For too long Hume has been treated as an episode in the textbook history of “British empiricism” or dismissed with faint praise by students of German idealism as the philosopher who managed to disturb to Kant’s pre-critical slumbers. In fact, he is one of the most exciting and creative of modern philosophers. His attempt to develop a systematic naturalistic philosophy is astonishingly relevant to contemporary philosophical debates and differences.

GPHI 6690 Aesthetics: Philosophy of Art
Paul Kottman
Artistic practices are ways that human beings try to make sense of the world, of nature, and of what we do and say with one another. Among some of the general issues we will
explore are: What is the relationship between art and nature? How can we talk meaningfully about the differences between artistic practices? How does mechanical reproduction, or the rise of capitalism, change our understanding of art? What is philosophy’s relation to art? What does it mean to speak of art as “good” or “beautiful,” or, even, as “art” in the first place? We will discuss texts by Plato, Aristotle, Lessing, Schiller, Hegel, and others, as well as artworks and literature from a variety of historical periods.

GPHI 6698 Enlightened Exchanges
TBA, Faculty
This course reads published, private, and inter-textual conversations between male and female thinkers to assess more accurately women’s participation in the project of Enlightenment. We study the theological correspondence among Anna Maria van Schurman, Gisbertus Voetius, Andre Rivet, Jean Labbadie, and Bathsua Makin; Gabrielle Suchon’s affinity for Spinoza; the philosophical interplay of Rene Descartes and Princess Elisabeth of Bohemia; Marie le Jars de Gournay’s complex response to Michel de Montaigne; Marie Madeleine Jodin’s political study in Diderot’s library; the personal and intellectual interplay between Damaris Cudworth and John Locke; Emilie du Chatelet and Voltaire; Margaret Cavendish and Francis Bacon; John Milton and Lucy Hutchinson; Mercy Owen Warren and John Adams; and Mary Wollstonecraft, Mary Hays, and William Godwin. We consider women’s idiosyncratic use of the Classical tradition in their engagement with canonical ideas, their reactions to each other, the new knowledge they produced, and, consequently, the volatile public reception to “the equality of the sexes.” We review contemporaneous and modern analyses of Poullain de la Barre’s Cartesian argument that “the mind has no sex” as a litmus test for the current diffusion of female intellectuals’ works and reputations.

GPHI 6705 Rights: Natural, Human, Positive, Moral, and Legal
Jay Bernstein
The idea that we each possess fundamental rights that have something to do with our moral standing and status in the world is now widely, if not universally, accepted. Yet, the notion of rights is far from transparent. This course will look at competing theories concerning the nature, function, justification, and significance of rights. The course will contrast, in particular, the demanding claim that there are human rights that each human possesses simply by having been born, with the traditional view that rights are legal items that must be politically or legally posited in order to exist. Among the authors to be considered will be Marx, Arendt, Charles Beitz, James Griffin, Claude Lefort, and Samuel Moyn.

GPHI 6706 Aristotle’s Metaphysics
Cinzia Arruzza
This seminar will be based on a close reading of two of the most difficult books of Aristotle’s *Metaphysics*, *Zeta* and *Theta*. In the seminar we will discuss Aristotle’s theory of substance and essence; his notions of matter, form, and compound; the difference between natural beings and artifacts, and between generation and production; his notions of potentiality and actuality; as well as his treatment of universals and criticism of Plato’s theory of Forms.

GPHI 6707 Philosophy and Images
Chiara Bottici
What is an image? What, if anything, is the difference between a real image and a fictive image? Can images be fully rendered through linguistic descriptions or is there something primordial about them? What are unconscious images? Why have visual images been accorded such a priority over other types of images (acoustic, tactile, etc.)? How, and when, do images become art? How is medium of their creation/reception/fruition changing the phenomenology of contemporary images? This course explores these questions at the intersection of philosophy, aesthetics, psychoanalysis, and art. Students will discuss classical texts in the philosophy of images but also apply them to practices of image-making, ranging from visual arts to fashion, to cinema and to propaganda.

GPHI 6708 Kant on Freedom & Normativity
Omri Boehm
In 1794 Kant wrote, “Every theory of justice must contain a metaphysics, and without the theory of justice there is no theory of the state.” Much more recently, Habermas wrote, “We have no alternative to post-metaphysical thinking.” Has Kantian normative thinking become obscene? The seminar will evaluate the availability of Kantian ethics today, focusing on the question of the relation between Kantian metaphysics and ethics. The first two-thirds of the semester will be dedicated to close readings from the *Groundwork*, the *Critique of Practical Reason* and *Religion*. The remaining third will take up essays by more recent thinkers both Kantian (e.g., Rawls, Korsgaard, Raz) and critical of Kant (Habermas, Rorty).

GPHI 6709 The Fetish and the Thing
Alan Bass
TBA.

GPHI 6713 Capitalism Versus Nature
Nancy Fraser
How should we conceptualize the social forces that are currently undermining ecological sustainability? Is the culprit anthropocentrism, Eurocentrism, and/or masculinism, as many claim? Or should we look rather to industrialism, imperialism, or neoliberalism? In this seminar we entertain the hypothesis that the root problem of the problem is capitalism. Interrogating the relationship between capitalism and sustainability, we consider whether the latter can be assured within the terms of the former. What do we mean by nature anyway? And how should we understand capitalism if we aim to develop and ecological critique of it? What sort of critical theory can clarify these matters? And, what, after all, is to be done? We shall read and discuss texts by such thinkers as Marx, James O’Connor, Murray Bookchin, Andre Gorz, Rudolph Bahro, John Foster Bellamy, Timothy Mitchell, Jason W. Moore, Naomi Klein, Vandana Shiva, Robyn Eckersley, Jedediah Purdy, Neil Smith, Tim Di Muzio, Elmie Altvater, Rob Nixon, Joel Kovel, Dipesh Chakrabarty, Matthew Huber, and Andreas Malm.

GPHI 6605 Hegel’s Science of Logic II
Richard Bernstein
A two-semester close reading of Hegel’s *Science of Logic*. 
GPHI 6711 Reading Greek Tragedy
Simon Critchley
The aim of this seminar is very simple: to read a good number of Attic tragedies and to discuss both their intrinsic meaning and their far-reaching philosophical implications. We will focus on the texts of the three great tragedians: Aeschylus, Sophocles, and Euripides. We will read plays by each of them, giving particular emphasis to the work of Euripides and the way in which he inherits and twists the dramatic and conceptual conventions of his two predecessors and raises a series of troubling questions about affect, reason, gender, myth, violence, and war. We will also look at some texts by the Sophists, notably Gorgias. If there is time, we will examine the way in which the questions that tragedy and sophistry raises are addressed in Platonic dialogue, especially in the Republic. In this way, it is hoped that tragedy will raise certain fundamental criticisms of the discourse that we call “philosophy.” This seminar will accompany my lecture course, “Tragedy’s Philosophy.” While it is not necessary to enroll for the latter, it is hoped that students will audit the lectures.

GPHI 5018 Ancient Greek Intermediate Language Study
Mirjam Kotwick
This course is a continuation of the fall introductory course to ancient Greek. We will continue the study of Attic Greek grammar and develop the ability to read ancient Greek prose texts.
DEPARTMENT OF POLITICAL

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.

Contact information
Politics Office: 212.229.5747 x3090
Edward Wilcox, Admission Liaison
polsciadvis@newschool.edu
Nancy Shealy, Department Senior Secretary
shealy@newschool.edu
Camila Andrade Gripp, Student Advisor
PoliSciAdv@newschool.edu

Faculty
Sanjay Ruparelia, Chair and Associate Professor
Banu Bargu, Associate Professor
Quentin Brunel, Assistant Professor
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science
Mark Frazier, Professor
Andreas Kalyyas, Associate Professor
Victoria Hattam, Professor
Anne McNevin, Associate Professor
James Miller, Professor of Politics and Liberal Studies
Jessica Pisano, Associate Professor
David Plotke, Professor
Deva Woodly, Assistant Professor and Director of Undergraduate Studies
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 Faculty Affairs and Curriculum Planning
Lisa Huestis, Associate Professor, Humanities and Literature, Eugene Lang College of Liberal Arts
Sanjay Reddy, Associate Professor of Economics

Adjunct Faculty
Ross Poole, Part-time Assistant Professor
Andre Simonyi, Part-time Lecturer

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

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

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

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

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

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

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

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

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

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

The 60 credits must include:
MA Seminar (exception: students who enter the department at the PhD level on the basis of prior graduate work are excused from this requirement)
PhD Seminar
Two politics field seminars
Two courses in research methodology, one of which must be in quantitative methods

At least three credits for Directed Dissertation Study, which is normally an independent study with a member of the faculty. Students may take up to six credits in Directed Dissertation Study.

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

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

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

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

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

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

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

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

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

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

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

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

The following courses are offered in 2016–2017. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog.

Fall 2016
GPOL 5100 MA Seminar – Power, Culture, Action, Freedom: Contested Concepts in Social Science
David Plotke

Is it worthwhile to study politics? Why? Should political knowledge be valued for its role in an active political and civic life? Should it be a way to achieve desired political and social ends? Or is it a professional and scientific project? What is the relation between studying politics and creating or maintaining a democratic politics and political culture? We start with these questions and then analyze basic concepts: power, culture, action, and freedom. What is power? What are the relations among force, coercion, and persuasion? How does culture matter for politics? Is political action normative, rational, or both? What is freedom? What are the relations between capacities and constraints? We debate the meanings of these concepts and how (and whether) they help us to understand important dimensions of politics. The course also provides a window into major themes in the history of political science in the United States and elsewhere. This course is required for MA students in Politics and open to PhD students in Politics. It is open to students in other departments and programs. Authors include Hannah Arendt, Isaiah Berlin, G. A. Cohen, Robert Dahl, Michel Foucault, Thomas Jefferson, Martin Luther King Jr., Steven Lukes, Jane Mansbridge, Karl Marx, Martha Nussbaum, Susan Moller Okin, Elinor Ostrom, Orlando Patterson, Jean-Jacques Rousseau, William Riker, Amartya Sen, Michael Walzer, and Max Weber.

GPOL 5206 Freedom by Design
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.

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

GPOL 6378 Privitization & Commodification
Jessica Pisano
In recent years, enclosure movements across the globe have transformed an unprecedented range of public goods and services into privately owned commodities. The ownership structures governing rights to these commodities appear increasingly complex and opaque. Meanwhile, laws and public consciousness have shifted, accommodating the privatization of institutions from armies to elementary schools. As processes of enclosure accelerate and expand in scope, the politics of property have become central to our understanding of not only traditional objects of ownership, such as land, but also places and things that some may be accustomed to seeing as beyond ownership, such as plant genomes or outer space. This course examines social, political, and economic processes by which the commons are made into objects to be owned and sold for private profit. During the semester, we discuss the theoretical and legal foundations of material and intellectual property in a variety of traditions; we analyze how and why people’s understandings of what constitutes a commodity have changed, and we consider historical examples of shifts in beliefs about what (or who) may be owned; we examine in contemporary and historical perspective conditions that make expropriation of the commons possible; and we trace pathways through which both contemporary enclosure movements and their opponents have transformed people’s lives and local, national, and global politics. The empirical contexts for our explorations will vary as we place current local transformations in their global context. Our case studies may include mortgage securities and the foreclosure crisis in the United States; forest ownership and timber smuggling on the Russia–China border; the privatization of water tables in Mexico, Bolivia, Canada, India, and elsewhere; and debates over the capture and copyright of biomaterial internationally, from genetically modified seeds to human DNA used in criminal trials.

GPOL 6385 The Making of the Global South
Sanjay Ruparelia
This course investigates the intellectual history, political aspirations, and developmental trajectories of the postcolonial world during the long 20th century. The first part surveys the comparative impact of imperial rule and colonial exploitation on the pattern and character of states, nations, and societies in Latin America, Asia, and Africa in the 20th century. The second part of the course investigates the politics of the Third World after WW II, as it was then called, to enhance national sovereignty and collective self-determination. We analyze the patterns and ramifications of state formation, national integration, and late industrial development pursued by its postcolonial elites, as well as their collective efforts to forge solidarity through the Non-Aligned Movement in the 1950s and Trilateral Conference in the 1960s to the New International Economic Order in the 1970s. The third part of the course examines shifting economic strategies in the developing world, as commentators increasingly called it, following the debt crises of the 1980s and the introduction of the Washington Consensus in the 1980s. Finally, the last part analyzes various efforts to resurrect the prospects of the so-called global South since the 1990s. Topics include the establishment of the South Commission and the World Social Forum, reconfiguration of parties and movements on the left and right, and impact of the BRICS upon the balance of power, wealth, and status in the evolving world order.

GPOL 6413 Justice in Time
Ross Poole
Justice in Time I includes:
(1) Historical Justice (justice to the past): this section will discuss where claims are made for recognition, reparation, and/or retribution for crimes that occurred some time in the past. Examples discussed will include: transitional justice (e.g., South Africa, Eastern Europe); indigenous rights (the Americas, Australia, New Zealand); the legacy of slavery (the United States). (2) Justice to the Future: this section will discuss to what extent should current practices (e.g., resource use, environmental impact) take into account the rights of future generations.

Both kinds of justice will be discussed in terms of specific examples. However, we will also look at the conceptual and normative problems they raise. For example: Does the passage of time diminish the claims of justice? How do we weigh the claims of the past against the claims of the present? Is it even coherent to suppose that those who no longer exist and those who do not (and may not) yet exist, have rights?

GPOL 6447 Borders
Anne McNevin
This course investigates the border as an object of inquiry and a focus of theoretical innovation. We will read a range of materials that engage theoretically and empirically with a global politics of migration and border control, through the lenses of law, political-economy, human geography, anthropology, and sociology, as well as politics and international relations. We will reflect on the ways in which borders intersect with key problematics of global politics, including sovereignty, security, humanitarianism, neoliberalism, and development. We will consider the pitfalls and promises of the interdisciplinary field of Migration Studies from an epistemological and geopolitical perspective, and reflect on methodologies that can illuminate the politics of the border.

GPOL 6449 Post-Human Politics
Rafi Youatt
This course surveys a series of challenges to liberal humanism, which tend to get loosely grouped under posthumanism. We start with a short set of readings about how the human is politically defined in the current international landscape (as political subject of rights and object of humanitarian intervention; as biological species; and as calculating economic actor). The rest of the course considers a series of challenges to humanism in practice and theory, ranging from new materialisms to interspecies perspectives, and from cyborg citizenship to animal rights, focusing on how these emergent ideas and practices are changing the political.

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 visibility 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 texts to case studies. Cases might include the Gowanus Canal, the London Olympics, the Barclay Center, and 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 6686 Hannah Arendt: Politics & Philosophy
Richard Bernstein
This course will pursue a number of themes that are central to Arendt’s thinking, including the human condition, labor, work, action, politics, power, thinking, willing, and judging. We will roughly follow her intellectual development. Readings will include selections from The Jewish Writings, The Origins of Totalitarianism, The Human Condition, On Revolution, Between Past and Future, Crises of the Republic, and The Life of the Mind.

GPOL 7001 Field Seminar in Comparative Social Research: Politics and the Political
Jessica Pisano
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 will 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 7003 Field Seminar in Political Theory
Banu Bargu
The field seminar in political theory introduces students to the history of Western political thought from the early modern to the contemporary era. Every year there is a different theme. At a meta-theoretical level, this year’s course will interrogate the question of the subject. The course will explore the influential thinkers of the Western political tradition, reading their works with the goal of discussing how they have explicitly theorized modern subjectivity and delineating the conceptions of the subject that are implicitly at work in their thought. It will also examine the constellation of concepts, which are associated with the emergence and modulations of modern subjectivity (human nature, state of nature, freedom, equality, passion, desire, reason, will, body, subjection, etc.), as they have been articulated by various thinkers. The course will consider how distinct conceptions of the subject have informed and influenced different approaches to politics. Among theorists that will be studied are Machiavelli, Descartes, Hobbes, Spinoza, Locke, Montesquieu, Hume, Rousseau, Kant, Hegel, Feuerbach, Stirner, and Marx. This course is required for all PhD students in the Theory track, and it is intended to help them prepare for the comprehensive field examination.

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

Spring 2017

GPOL 5125 America’s Empires
Oz Frankel,
Empire is a keyword of our time. It has been in great use since the American invasion of Afghanistan and then Iraq—either to celebrate or to castigate US foreign policy—but even before 9/11, thinking of the United States in terms of empire informed the study of American history. This seminar addresses the utility and feasibility of empire as a term of analysis in US history. It takes an expansive view of empire that includes diverse systems of domination and inequality, inside and outside the formal boundaries of the United States, and aspects of private well as public lives. The emphasis is the social, cultural, and daily dimensions of imperial power rather than diplomacy and strategy. Examples from the conclusion of the 18th century to the middle of the 20th century include: Western expansion, post-Civil War Reconstruction, race and domesticity, and the global process of “Americanization”; in other words, the transnational presence of the United States as a model for social relations, political structures, and popular culture. (This course originates in Historical Studies GHIS 5125; it has been approved to fulfill requirements for Sociology at NSSR. It is cross-listed as GPOL 5125 at NSSR and LHIS 4567 at Eugene Lang College of Liberal Arts.)

GPOL 5158 Nationalism in Global History
TBA
This seminar provides an overview over various theories of nationalism, and at the same time introduces a variety of case studies since the early nineteenth century from Europe, Asia, Africa, and the Americas. We will thus discuss a variety of different cases; at the same time, one of the overriding concerns will be theoretical: How to write a global history of nationalism? Its overall aim is therefore to confront common (largely Eurocentric) theories of nationalism with more recent approaches that aim at an explicitly global history of nationalism. A first part of the seminar familiarizes students with the most common theoretical approaches to the study of nationalism from an interdisciplinary perspective. A second part introduces a variety of interpretations that try to understand the rise of nationalism as a global (and globally linked) phenomenon, and to situate its specific inflections in a global context.
GPOL 5172 From Reagan to Obama
Eli Zaretsky
The history of the United States from the late 1970s to the present. Are we simply observing the decline of a once-great nation, or is there another possibility?

GPOL 5321 Race & American Citizenship
David Plotke
From the colonial period to the Declaration of Independence and into the 21st century, American politics pivots on liberal and democratic themes. In the same history, slavery and other forms of racial and ethnic domination have figured prominently “with many instances of democratic support for racial and ethnic exclusion.” Relations among racial domination, self-governance, and liberal commitments have been a deep challenge for American political thought. We address the following relations: When can territory be made into property? By whom? Within and outside the American polity, what forms of treatment of noncitizen humans are acceptable?

GPOL 5332 Gender, Politics, & 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 ongoing theoretical (and controversial) debates. The course analyzes such 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. This course is cross-listed with Lang College of Liberal Arts; it is open only to juniors and seniors.

GPOL 6134 Historical Methods & Sources
Jeremy Varon
Historical Methods & 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: 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 seminars (with a single course number) meant to 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 master’s 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 College of Liberal Arts seniors with the instructor’s permission, and can serve as a venue in which senior history concentrators develop their thesis topics.

GPOL 6169 Citizenship
Carlos Forment
The meaning of the term “citizenship,” like so many other socio-political concepts that are central to modern democracy, has been construed differently over time by thinkers and scholar identified with divergent political traditions. The aim of this course is to examine the historical trajectories, alternative conceptions, and the everyday practices of citizenship from the classical to the late modern period. Although we will examine some of the formal elements that have been attributed to the notion of citizenship (individual and collective rights; civic universalism; ethnic particularism; negative and positive liberty, etc.), the course focuses primarily on the changing relationship between alternative forms of citizenship and democratic life in the contemporary period. The readings during Weeks 1–3 explore the various meanings of citizenship in relation to alternative political traditions. During Weeks 4–6, we analyze the history of citizenship during the ancient, medieval, and modern periods, with the bulk of the readings focused on the latter, specifically on the relationship between nationalism and citizenship as well as on the development of the welfare state and the emergence of social rights. In Weeks 7–9, we survey several types of citizenship regimes (multicultural, consumer, risk-science, governmentality) in the late modern world. In the remaining weeks of the course, we explore recent debates on the different ways that neoliberal globalization and securitization have reconfigured our notions and practices associated with citizenship.

GPOL 6361 Comparative Historical Analysis
Martin Frazier
Works of political science implicitly recognize the importance of the past in understanding contemporary politics, but how does the past and whose past influence perceptions, choices, and modes of power? In this course, we will examine different ways of theorizing historical trends and trajectories in the study of politics. We also cover exemplary works in which scholars have traced out the legacies of actors and institutions to explain and interpret subsequent policy outcomes and political formations.

GPOL 6367 Capitalism Versus Nature
Nancy Fraser
How should we conceptualize the social forces that are currently undermining ecological sustainability? Is the culprit anthropocentrism, Eurocentrism, and/or masculinism, as many claim? Or should we look rather to industrialism, imperialism,
or neoliberalism? In this seminar we entertain the hypothesis that the root problem of the problem is capitalism. Interrogating the relationship between capitalism and sustainability, we consider whether the latter can be assured within the terms of the former? What do we mean by nature anyway? And how should we understand capitalism if we aim to develop and ecological critique of it? What sort of critical theory can clarify these matters? And what, after all, is to be done? We shall read and discuss texts by such thinkers as Marx, James O’Connor, Murray Bookchin, Andre Gorz, Rudolph Bahro, John Foster Bellamy, Timothy Mitchell, Jason W. Moore, Naomi Klein, Vandana Shiva, Robyn Eckersley, Jedediah Purdy, Neil Smith, Tim Di Muzio, Elmar Altvater, Rob Nixon, Joel Kovel, Dipesh Chakrabarty, Matthew Huber, and Andreas Malm.

GPOL 6382 21st-Century Social Movements
Deva Woody
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.

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

GPOL 6700 Cultures of Capitalism
Benjamin Lee
This course combines a social reading of the derivative with a derivative reading of the social that will be upon Marx’s immanent critique of production-centered capitalism in Volume I of Capital. The central concept of the derivative reading of the social will be that of volatility and its relations to risk, uncertainty, hedging, optionality, and arbitrage. The social reading of the derivative will involve anthropological discussions of the gift, ritual, play, dividuality, and performativity, and will provide us with ways of analyzing the ways derivatives work. By approaching the social from the standpoint of the derivative and the derivative from the standpoint of the social, the course will reexamine the relations between culture and capital proposed by the Frankfurt School, David Harvey, and Moishe Postone. The course will develop the thesis that the driving engine of finance capital “arbitrage” is also at the heart of Marx’s account of capital, specifically his concept of relative surplus value. This derivative reading of the social “the arbitrage nature of relative surplus value” will join hands with a social reading of the derivative in which arbitrage will turn out to be a special form of negative performativity that drives technological innovation in capitalism. We will look at the role of performativity and arbitrage in both Weber’s Protestant ethic and Marx’s analysis of capital and how they are complementary dimensions of production-centered capitalism that continue to be relevant in the development of contemporary finance capitalism.

GPOL 6702 Political Regimes
Jessica Pisano
Democracy. Authoritarianism. Fascism. Such concepts help us think about how power is enacted in relationships among states and societies. They have long been an indispensable component of comparative social research; they allow scholars to describe distinctive institutional pathways and rules at the national level; they guide political actors in their efforts to foment change; they simplify comparisons between countries; and they provide conceptual poles for analyses of political transformations. This course critically explores the uses and limits of regime-type categorizations in political analysis. What do such concepts illuminate? What might they also obscure? We read classic and contemporary works on this subject, and students pursue research projects that examine the use of these concepts in particular places and times. Toward the end of the course, we consider alternatives to regime-type categorizations in analyses of politics.

GPOL 6705 Rights: Natural, Human, Positive, Moral, Legal
Jay Bernstein
The idea that we each possess fundamental rights that have something to do with our moral standing and status in the world is now widely, if not universally, accepted. Yet, the notion of rights is far from transparent. This course will look at competing theories concerning the nature, function, justification, and significance of rights. The course will contrast, in particular, the demanding claim that there are human rights that each human possesses simply by having been born, with the traditional view that rights are legal items that must be politically or legally posited in order to exist. Among the authors to be considered will be Marx, Arendt, Charles Beitz, James Griffin, Claude Lefort, and Samuel Moyn.

GPOL 7000 Field Seminar American Politics
David Plotke
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, and 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 PhD and MA 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 7300 PhD Seminar

Faculty

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

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

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

Administrative staff
Janiera Warren, Department Secretary
Nicelle Horlacher, Clinical Secretary
Amanda Helmers and Kelsey Armusewicz, Student Advisors, Masters Program, and Clinical PhD Program
Martin Fagin, Student Advisor, Masters Program, Cognitive, Social and Developmental PhD Program
Trisha Toelstedt, Director of Clinical Student Affairs
Christine Anderson, Center Coordinator, The New School–Beth Israel Center for Clinical Training and Research

Faculty
Howard Steele, Co-Chair, and Professor
Emanuele Castano, Co-Chair (fall 2016), Professor and Director of the Cognitive, Social, and Developmental Psychology Program
William Hirst, Co-Chair (spring 2017), Malcolm B. Smith Professor and Director of the Cognitive, Social, and Developmental Psychology Program
Doris F. Chang, Associate Professor and Director of Clinical Training
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
Jeremy Ginges, Associate Professor (on leave spring 2017)
Lawrence Hirschfeld, Professor of Anthropology and Psychology (on leave fall 2016 and spring 2017)
Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology
Joan Miller, Professor and Director of Undergraduate Studies
Lisa Rubin, Associate Professor
Jeremy Safran, Professor (on leave spring 2017)
Michael Schober, Professor and Associate Provost for Research
Miriam Steele, Professor
Jerifer Talley, Assistant Professor and Assistant Director of Clinical Training, Assistant Director of Concentration in Mental Health and Substance Abuse Counseling, and Program Director of Integrative Harm Reduction Psychotherapy Certificate Program

McWelling Todman, Associate Professor and Director of the Mental Health and Substance Abuse Program

Part-time Faculty
Inga Blom, Part-time Lecturer
Andreas Evdokas, Part-time Assistant Professor
Adrienne Harris, Part-time Lecturer
Ali Khadivi, Part-time Assistant Professor
Herbert Schlesinger, Part-time Assistant Professor (Professor Emeri)
David Shapiro, Part-time Assistant Professor (Professor Emeri)
Andrew Twardon, Part-time Assistant Professor

Visiting Faculty
Michele Miozzo, PhD 1996 University of Trieste, Italy; PhD 2000, Harvard University

Postdoctoral Fellows
Jason Clarke, Postdoctoral Fellow
Namrata Goyal, Postdoctoral Fellow
David Kidd, Postdoctoral Fellow
Hammad Sheikh, Postdoctoral Fellow
Mostafa Salari Rad, Postdoctoral Fellow

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

Barbara S. Baer, PhD, ABPP-CN Board Certified in Clinical Neuropsychology
George Collins, PhD, Gouverneur Hospital
Sean Condon, PhD, Private Practice
Edith Cooper, PhD, Columbia Psychoanalytic Institute
Jessica Del Vita, PsyD, Fordham University Counseling Center
Andreas Evdokas, PhD, Bronx-Lebanon Hospital Center
Carolyn Feigelson, PhD, ABPP, Institute for Psychoanalytic Training and Research
Jerry Finkelstein, PhD, New School Counseling Center
Christine M. Givens, PhD, Counseling Center at John Jay College, City University of New York
Peter Glick, PhD, Mount Sinai World Trade Center
Jason Gold, PhD, Private Practice
Tiffany Haick, PhD, Private Practice
Robert L. Hatcher, The Graduate Center at the City University of New York Counseling Center
Meredith Hostetter, PhD, New York Harbor VA Medical Center Brooklyn
Nancy Johnson, PhD, Private Practice
Danielle Kaplan, PhD, New York University/Bellevue Hospital Center
Ali Khadivi, PhD, Bronx-Lebanon Hospital Center
Jerome H. Kogan, PsyD, Lenox Hill Hospital
Eliana Korin, Dipl Psic, Montefiore
Alexander Kriss, PhD, Private Practice
Maria Lechich, PhD, New York University Postdoctoral Program in Psychotherapy and Psychoanalysis
Rosalind Levine, PhD, Columbia Psychoanalytic Institute
Josephine Loiacono-Donovan, PsyD, Coney Island Hospital
Master of Arts in Psychology

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

Research MA Track

This highly selective program offers an intensive research experience working in apprenticeship to a member of the faculty. Students matriculated in the master’s program with a cumulative GPA of 3.7 or better can apply after completing at least 18 credits, but not more than 24 credits. If accepted, they must maintain the 3.7 GPA to remain in the program. Each Research MA student works closely with an assigned faculty member on a research project, writes an empirical master’s thesis based on the project, and defends the thesis in an oral examination. A maximum of one and one-half years is allowed for completion of the written thesis. Those who pass the Research MA oral examination are not required 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 Master of Arts in Psychology degree in this specialized concentration offers early exposure to clinical material and fulfills the academic eligibility requirements to sit for the New York State Office of Substance Abuse Services’ (OASAS) Alcohol and Substance Abuse Counseling Certificate (CASAC) examination. The OASAS has created a new certification category, CASAC trainee (CASAC-T), for individuals who have completed a specific portion of the overall CASAC requirements and intend to continue on to full certification. The trainee certificate remains effective for a period of five years from the date it is issued. All CASAC trainees are qualified health professionals with respect to the mandated staffing mix of OASAS-licensed substance dependence programs and thus are immediately employable. One way to become a CASAC trainee is to complete the required and optional CASAC-relevant courses offered through this New School concentration. Visit www.oasas.ny.gov for more details about the CASAC process and requirements.

The curriculum of the MA Concentration in Mental Health and Substance Abuse Counseling (CMHSAC) is designed to meet current and anticipated professional needs in the field of substance abuse, particularly in the areas of dual diagnosis, harm reduction, assessment, mindfulness-based interventions, and program evaluation. The framework for the concentration is based on principles of integrative harm reduction.
Integrative Harm Reduction Psychotherapy Certificate Program

This noncredit professional certificate program is designed for mental health and substance abuse treatment professionals and graduate students in the fields of psychology, social work, medicine, nursing, and psychiatry. The Integrative Harm Reduction Psychotherapy (IHRP) Certificate Program offers a yearlong immersion in the principles, theories, and practical application of harm reduction psychotherapy. IHRP is a collaborative, personalized, and empowering approach to help those with substance use issues and other risky behaviors. Based on an integrative perspective, the program brings together relational psychoanalysis, psychodynamic psychotherapy, cognitive-behavioral therapy, and mindfulness approaches. 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. Students will learn about the origins and history of integrative harm reduction psychotherapy along with the paradigm shift from an abstinence-only approach to a more collaborative and engaging model to address the spectrum of problematic substance use and other behaviors. There will be in-depth case presentations, role-playing, skills practice, and opportunities for consultation and supervision. Special guest speakers also contribute to the class and offer students the opportunity to engage with experts in the field.

The certificate program is made up of a two-course sequence. The first course is offered during the fall and the second during the spring, with each course meeting weekly for two hours over 12 weeks. Classes in the program are cotauthored by Dr. Andrew Tatarsky, the developer of Integrative Harm Reduction Psychotherapy, and Dr. Jenifer Talley, a close collaborator in its continuing evolution.

The New School for Social Research’s Department of Psychology SW CPE is recognized by the New York State Education Department’s State Board for Social Work as an approved provider of continuing education for licensed social workers #0199. This program provides a total of 48 hours of continuing education. This program has also been approved to provide a total of 48 hours of continuing education credits for CASACs by the OASAS.

For more information about this program, please visit www.newschool.edu/harmreduction.

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's 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 for the Clinical program and 3.7 for the CSD program at the time of application and have completed both a research methods course and the noncredit Proseminar course. The applicant must identify a member of the faculty to serve as a thesis advisor and must provide a personal statement of purpose. If the application is accepted, the department will appoint a dissertation committee.

Transfer students

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

Preliminary Dissertation Proposal and Defense

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

**Doctoral Dissertation Proposal and Defense**

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

**The Doctoral Dissertation**

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

**Cognitive, Social, and Developmental Psychology**

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

**Faculty and Research Emphases Associated with Concentrations**

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

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

- **Developmental** (Profs. Hirschedfeld, 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, adoption and foster care, and children with autism and their families.

For more information, visit the website at [www.newschool.edu/nssr/psychology](http://www.newschool.edu/nssr/psychology).

**Clinical Psychology**

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

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

Students will learn research methods and statistics, and how to carry out research and communicate research findings. Students will acquire knowledge in the breadth of scientific psychology, its history of thought and development, and its research methods and its applications. Additionally, students will develop knowledge and skills related to the proficient practice of interviewing, assessment, and diagnosis. Students will acquire the skills to practice effectively with diverse others in assessment and treatment. Students will become competent in practicing ethically and within legal bounds. Students will develop attitudes for life-long learning, scholarly inquiry, and professional problem solving as psychologists in the context of an evolving body of scientific and professional knowledge.

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

To summarize, the New School program is about (1) integrating theory, research, and practice in a meaningful way by building a solid grounding in scientific psychology and applying this knowledge to research and practice in clinical psychology; (2) developing a solid grounding in the breadth of scientific psychology and learning to integrate this knowledge with both research and practice in clinical psychology; (3) developing attitudes of life-long learning and critical thinking in order to grow and develop as professionals in the field; (4) developing the requisite skills for entry into professional practice; and (5) developing an appreciation and respect for the values of diversity and pluralism: cultural, theoretical, and methodological. Some recent faculty research topics include mental health in ethnic minority communities, autism and attention deficit disorder, laterality, the 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, 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 the Center for Clinical Training and Research of Beth Israel Hospital in 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’s Office of Admission for readmission.

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

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>15-16</th>
<th>14-15</th>
<th>13-14</th>
<th>12-13</th>
<th>11-12</th>
<th>10-11</th>
<th>09-10</th>
</tr>
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<tbody>
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<td># of applicants to program:</td>
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<td>31</td>
<td>28</td>
<td>33</td>
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<tr>
<td># of students offered admission:</td>
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<td>14</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>15</td>
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<tr>
<td># of students enrolled:</td>
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<td>15</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

The 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 the academic and clinical practicum requirements and one year for the APA accredited predoctoral internship and completion of a dissertation.

Years 1–4 of the Clinical PhD Program

Year 1: Core clinical coursework and research
  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 on completing the degree in four years generally are able to do so, but it is not unusual for a student to take longer in order to gain additional clinical experience. The average time to complete the program has decreased from seven and three-quarter years in 2003 to less than six years in 2011.

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

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

Please see Internship Tables 1 and 2 (Figures 2 and 3) and Attrition Statistics Table (Figure 4) in Appendix A at the end of this catalog.

As a result of changes in the overall structure and coherence of the program that were initiated in the early 1990s, there has been a general decrease over the last decade in the amount of time students take to complete the program. For example, the average time to completion decreased from 6.28 years in 2006 to 5.5 years in 2012. However, there was an unusually high number of students in the 2009 graduating class who took more than seven years to complete the program.

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 nonaccredited internship program. The internship application process is time consuming, and students should be prepared to allow themselves sufficient time for the planning and preparation of their applications.

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

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

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

Psychology Courses

The following courses are offered in 2016–2017. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2016

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

**Substance Abuse**

**GPSY 6109 Introduction to Substance Abuse Counseling**
Jenifer Talley

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

**Research Methodology**

**GPSY 6133 Introduction to Statistics & Research Design**
Namrata Goyal

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

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

**GPSY 6155 Developmental Psychology**
Joan Miller

This course surveys major theories and research findings in developmental psychology. Among the topics addressed are attachment, emotion regulation, cognitive development, language acquisition, social cognition, family and peer relationships, morality, and aging. Consideration is given both to biological and cultural influences on development, as well as to issues in lifespan developmental psychology.

**Substance Abuse**

**GPSY 6156 Psychopathology 3**
McWelling Todman

This course is an introductory survey of the psychological, biological, and sociological models of substance abuse and dependence. It is a required course for those individuals who wish to obtain an MA with a concentration in mental health and substance abuse counseling. This course provides 75 clock hours of New York State OASAS-approved CASAC training.

**Integrative Harm Reduction Psychotherapy**

**GHIR 0901 Integrative Harm Reduction Psychotherapy 1**
Jenifer Talley and Andrew Tatarsky

This graduate-level, noncredit 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 careers 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 New York 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 6235 Clinical Applications of Attachment Theory**
Howard Steele

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

**General Elective Courses**

**GPSY 6329 Child, Adolescent, and Family Psychotherapy**
Miriam Steele

This course focuses on the theoretical and clinical interventions in child, adolescent, and family therapy. The section covering intervention work with children also encompasses parent–infant psychotherapy, individual child psychotherapy, and intervention work with adolescents. Theoretical perspectives focus on psychodynamically oriented treatment, but special attention is also paid to evidence-based treatments. Family therapy is covered with special reference to systemic approaches. We focus both on theoretical background and case material.

**General Elective Courses**

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

General Elective Courses
GPSY 6422 Data Visualization, Uncertainty, and Measurement Error
Michael Schober
This seminar brings together data visualization and psychology graduate students to investigate new ways of representing and hypothesizing about data while rigorously questioning what conclusions can legitimately be drawn. How should we think about where the data came from and the methods by which they were generated? What sources of potential measurement error should psychologists and data scientists be concerned about? When can we trust that data collected from nonprobability samples generalized to a full population? When are patterns that emerge in exploratory data visualization trustworthy? How can skepticism and questions about data be communicated with the potential audiences for a visual representation of data? How can we better visualize measurement error and multivariate confidence intervals? Class sessions will combine discussion of academic articles with hands-on examination of existing data sets and practical examples. Psychology and data visualization students will be paired to carry out two hands-on projects during the semester, ideally using their own data from class or thesis projects (having one’s own data is not required). From these projects, students will gain experience in communicating with collaborators with quite different backgrounds and expertise. Students are expected to have only background knowledge from their own discipline; data visualization students are not expected to have any psychology expertise, and psychology students are not expected to have any coding or design expertise. The course counts as an elective and satisfies the seminar requirement for the Psychology PhD programs; it counts toward any of the umbrella courses for Data Visualization students.

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

Clinical PhD Required Courses
GPSY 7002 Diagnostic Testing 1
Ali Khadivi
This is the first in a sequence of two courses intended to introduce techniques and instruments commonly employed in clinical assessment. The course covers intelligence and personality testing in adults and late adolescents. There is an emphasis on practical experience with a broad range of patient and nonpatient populations. Instruments studied include the Wechsler Adult Intelligence Scale, third edition (WAIS-III); Minnesota Multiphasic Personality Inventory, second edition (MMPI-2); Personality Assessment Inventory (PAI); Thematic Apperception Test (TAT); Early Memories Test; Projective Drawings; and Bender Gestalt Test. Students practice test administration and interpretation with nonpatient volunteer subjects. Prerequisites: GPSY 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 7005.

Clinical PhD Required Courses
GPSY 7005 Clinical Theory & Technique 1
Christopher Christian
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 7002.

Clinical PhD Required Courses
GPSY 7006 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 7002.

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

**Clinical PhD Required Courses**

**GPSY 7008 Clinical Supervision & Consultation**
Jeremy Safran

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


**Clinical PhD Required Courses**

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

**Clinical PhD Required Courses**

**GPSY 7010 Clinical Externship Seminar 2**
Miriam Steele
One, two, or three credits per semester.

**Spring 2017**

**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 5110 Cognitive Psychology**
William Hirst

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

**Substance Abuse**

**GPSY 6112 Advanced Issues in Substance Abuse Counseling**
Jenifer Talley

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

**Integrative Harm Reduction Psychotherapy**

**GHR 0902 Integrative Harm Reduction Psychotherapy 2**
Jenifer Talley and Andrew Tatarsky

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

Research Methodology
GPSY 6241 Qualitative Methods
Lisa Rubin
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 a different language and sometimes different logics than that to 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. Please note: This course does not fulfill the MA Research Methods requirement, and a research methods course in psychology is a recommended prerequisite.

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

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

General Elective Courses
GPSY 6346 Culture and Social Cognition
Joan Miller
A fundamental agenda of cultural work in psychology is to identify cultural dimensions of existing psychological claims as well as cultural variation in basic psychological processes. In this seminar, we examine central topics in contemporary social psychology from the perspective of cultural psychology. Our focus is on theory and research in the areas of motivation, morality, social relationships, and self concept. We give consideration to why and how culture is neglected in psychology and to key challenges that are critical to address in cultural work.

General Psychology (A-Level)
GPSY 6377 Consciousness
Jason Clarke
This course is an exploration of the scientific and philosophical study of subjective experience, or consciousness. We will read and discuss the current literature as well as some classic texts on the relationship between objective brain processes and consciousness, drawing on information from the fields of cognitive psychology, neuroscience, and philosophy. Some representative questions we will be discussing are: How can brains have minds? How do we answer the so-called hard problem of consciousness (or, how can neural activity cause or simply be my experience of pain or red)? What do we learn from investigating the neuronal correlates of consciousness, and how do we go about doing this methodologically? What is the function of conscious perception (or, why did it evolve)? How intelligent is unconscious perception? What is the relationship between consciousness and attention? Can a machine ever be conscious? Finally, what does the latest research have to say on the question of free will? By the end of this course, the goal is for all to know about the current state of the field and unresolved problems in the scientific understanding of consciousness.
Intermediate Courses and Seminars

GPSY 6423 Body as Metaphor
Miriam Steele and Sabine Seymour
This class is an interdisciplinary project between Fashionable Technology at the MFA Design + Technology at Parsons Art, Media and Technology and Psychology at the New School for Social Research. The class will cover a range of issues related to understanding the individual’s cognitive, emotional, and social, and physiological experiences of his or her body. The course will focus directly on proprioceptive awareness and the communication among different psychological and psychophysiological processes, with soft wearable technology on the body focusing on biometric sensors. Students will explore the psychological implications of wearing technology, with regard to health, security, interaction, safety, privacy, anxiety, control, power, body integrity, inside versus outside, private versus public, and the notion of cyborg by designing and programming garments/objects as input mechanisms. Aspects of body representations such as the ability to recognize and coordinate “self-as-seen” with “self-as-felt” are crucial aspects of the human experience, which will be linked across the disciplines of psychology and design. The course will include a range of guest speakers from both design and psychology.

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.

Intermediate Courses and Seminars

GPSY 7001 Diagnostic Assessment of Children
Inga Blom
The purpose of this class is to provide a comprehensive introduction to psychological assessment for school-age children and adolescents. Students successfully completing the course will demonstrate competency in the administration, scoring, and interpretation of tests of intellectual, academic, and emotional functioning. Case material will be woven into the seminar in order to introduce aspects of psychodynamic, cognitive, family systems and neuropsychological diagnostic perspectives. Although this is an introductory course, the emphasis will be on synthesizing results of testing data, clinical observation, and collateral information to provide a thorough child-centered evaluation. Students may have the opportunity to administer and write a testing battery. TA Session participation is especially important for learning assessments that students will include in evaluations during the semester.

Clinical PhD Required Courses

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

Clinical PhD Required Courses

GPSY 7008 Clinical Supervision & Consultation
Adrienne Harris
The objective of this course is to introduce students to the fundamentals of clinical supervision and consultation through a combination of reading, discussion, and hands-on experience. Students will read and discuss articles and chapters on the topic of supervision throughout the course. At the same time, they will take turns presenting cases they are currently carrying on in their externships. The instructor will be 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.


Clinical PhD Required Courses

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

Clinical PhD Required Courses

GPSY 7010 Clinical Externship Seminar 2
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 7011 Professional Issues & Ethics
Christopher Christian
This seminar focuses on current issues related to training, evaluation, and accreditation. Social controls over professional practice are examined, along with the role and structure of
national, regional, and local psychological associations. APA ethics guidelines and legal guidelines for professional conduct are discussed. Issues surrounding codes of conduct and accountability inside and outside institutions; scope of practice; special populations; issues of ethnicity, social class, and social orientation in professional practice; and professional relations in multidisciplinary settings are also explored. Prerequisites: GPSY 7009 and GPSY 7010; or enrollment in the CMHSAC and successful completion of GPSY 6109 and GPSY 6112. This course cannot be counted toward fulfillment of the PhD seminar requirements. This course provides 75 clock hours of New York State OASAS-approved CASAC training.

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

Clinical PhD Required Courses
GPSY 7013 Evidence-Based Treatment
Wendy D’Andrea
Few issues have polarized the field of psychotherapy research and practice as “evidence-based practice.” Evidence-based practice is both an approach for evaluating “what works” in psychotherapy, as well as an epistemological movement rife with controversy. In this course, we examine the fundamental issues and debates associated with the emergence of evidence-based practice in mental health care. Students explore the benefits and constraints of evidence-based approaches in psychotherapy, including critical questions such as: Which treatments are evidence-based? What qualifies as evidence? Who benefits and who is neglected within evidence-based research and practice? Students gain familiarity with evidence-based approaches and confidence navigating this complex terrain in their own clinical work.
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 conflicts and debates worldwide.

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

Contact Information
Sociology Office: 212.229.5737
Admission Liaison  
SocLiaison@newschool.edu
Department Secretary: Dara Levendosky  
levendod@newschool.edu
Bahareh Ebnelian, Student Advisor  
socadvisor@newschool.edu

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

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

Visiting Faculty
Huseyin Levent Küker, Hans Speier Professor, fall 2016
Alana Lentin, Hans Speier Professor, spring 2017

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

A PhD degree in sociology with a specialization in historical studies is offered in conjunction with the Committee on Historical Studies. For more information, see the Committee on Historical Studies section of this catalog.
At the master’s level, the sociology program provides a thorough grounding in the historical, theoretical, and methodological development of the field and gives students the tools to make this knowledge relevant to the world around them.
At the PhD level, the program seeks to provide students with theory and methodology in order for them to develop original sociological studies that will transcend cross-disciplinary and subdisciplinary boundaries in imaginative ways through sustained treatment of a single topic.
At both levels, the program’s focus is on understanding the major transformations in modern and postmodern societies and the normative and analytical challenges these transformations have posed and will pose.

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

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

Transfer Credit
Students who took graduate courses in sociology or a related social science or humanities elsewhere before entering the program may be able to transfer up to three credits to count toward the MA credit requirements. Petition for transfer of credit can be submitted after a student has completed six credits (two courses) in the Department of Sociology.
MA Written Examination
Students in good academic standing who have completed 30 credits are eligible to sit for the MA written examination. The MA exam is given once a year at the beginning of the spring semester. A student who is registered for the last three credits in the spring semester may take the exam that semester. The proctored examination consists of written responses to questions about general sociology, including material covered in required courses and the department-approved methods course.

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

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

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

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

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

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

Advanced Standing and Transfer Credit
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 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 The New School’s 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 tenth semester in the program (or four semesters after the last course was taken, whichever comes first). The PhD qualifying examination consists of two written field statements (with bibliographies) and one oral examination based on the field statements.

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

The field statement committee is formed by two faculty members.

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

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

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

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

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

Sociology Courses
The following courses are offered in 2016–2017. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2016
GSOC 5006 Ethnographic Field Methods
Terry Williams
This course will outline the conceptual questions and debates associated with ethnographic methods and address the technical, ethical, and representational issues that arise in practicing these methods. During the semester, students will choose and gain access to a field site, conduct observations, write field notes, and code and analyze these data in order to write a final paper. As students progress through each stage of their project, we will discuss theory and study design, as well as strategies for gaining access, addressing the researcher’s social position, taking effective field notes, accurately representing subjects’ words and actions, and writing compelling accounts. We will consider a range of ethnographic forms, including, among others, institutional, organizational, and historicized ethnographies, and we will read examples of these works; however, the emphasis of the course will be on students gaining experience in field work and data analysis.

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

GSOC 5101 Classical Sociological Theory
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 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 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 6161 Social Movements: Sociological Perspectives
Benoit Challand
This graduate seminar will survey key texts that have marked the creation and evolution of this distinct subfield of political sociology since the 1980s. It also offers an overview of some of the current debates on the role of emotions, patterns of radicalization, and of diffusion/internationalization in the social movement and collective action literature. Finally, the course focuses on the interlinks between violence and social movements, and between resistance and collective mobilization, with historical and current cases drawn from Europe, the United States, and the Middle East. Students are expected to write a couple of short memos and a final research paper on a case of their choosing, which can be from geographical areas other than those mentioned above.

GSOC 6162 Social Inequality
Robin Wagner-Pacifici
This course will examine social inequality in all of its manifestations and will pose the question of what it means to fare well or to fare badly in societies in which work, property, bodies, and minds are differentially valued and rewarded. Readings, films, and images presented in the course focus on our contemporary society as well as extend historically and cross-culturally. The course takes a phenomenological approach. The goal is to understand social inequalities from the inside, through experience, rather than from the outside, predetermined by conventional labels, such as class, race, and gender.

GSOC 6163 Social Interaction
Jeffrey Goldfarb
In this course, we will explore major sociological analyses of symbolic interaction. The readings will include the work of the school of symbolic interactionism, specifically George Herbert Mead and Herbert Blumer, but also studies that consider symbolic interaction beyond that specific intellectual
tradition, including studies of the arts and sciences, the politics of everyday life, class, social distinctions, and social conflict. Special attention will be given to how symbolic interaction occurs within different public and media forms.

GSOC 6168 Politics of Public Memory
Elzbieta Matynia
This course will examine the controversies over the politics of public memory, which have become particularly tense at a time in which social and political systems are being dismantled and reconfigured, ethnic identity reemerges as a powerful source of conflict, and nation-states are challenged by new global arrangements. The concepts of nation, identity, and globalization will inform our analysis as we examine a wide range of emblematic locations, among them: Auschwitz, Berlin, and New York. We will discuss the relationship between history and memory, space and time, globalization and memorialization, as well as approaches to the crimes of the past in transformations from authoritarian to democratic order. We will pay particular attention to a variety of representational strategies designed to elicit the “meaning” of memory sites, whether in the arena of public art, museum exhibitions, tourist attractions, or monuments and historic districts. The phenomenological approach to memory will allow us to discuss memory as a wound, as an erosion, and to grasp the social meaning of “good” memory. How to deal with painful conditioning of memory in societies that are trying to build a new, better, more just present? How, we will ask, does one represent a volatile, multifarious, and sometimes discredited past in a way that will enrich and amplify its interpretive possibilities rather than diminish them? Readings will include works by Benedict Anderson, Zygmunt Bauman, Anthony Giddens, Eric Hobsbawm, Hayden White, Jacques La Goff, Pierre Nora, Maurice Halbwachs, as well as literary works by Milan Kundera, Gunter Grass, Bruno Schulz, Ivo Andric, Paul Celan, Italo Calvino, and others. We will make use of visual materials, including feature and documentary films.

GSOC 6170 Constitution, Revolution, & the Fate of Democracy
Andrew Arato
The course will focus on the role of constitution making in revolutions and other forms of transition to and from democracy and constitutionalism. We will consider theories from Sieyes to Schmitt, as well as Arendt and Ackerman, historical cases in America and France, as well as contemporary ones from the period after the Second World War to the recent Arab revolts. We will also pay particular attention to external and international roles in constitutional politics, under decolonization, and occupation processes.

GSOC 6173 Nationalisms: Middle East & South Asia
Aaron Jakes
This reading-intensive course will offer an introduction to the vast and ever-growing scholarly literatures on nationalism in the Middle East and South Asia. The course will cover both key theoretical works that have helped to shape this body of historical writing and important monographs that exemplify particular approaches to the topic. This is also a course about comparison both as a historical practice and as a method of social-scientific inquiry. As we will see, the histories of colonial rule and of anticolonial nationalism in the two regions were, at times, closely intertwined. More recently, scholars studying the two regions have frequently drawn on insights from each other’s work. Our study of the global emergence of multiple nationalisms in the late-19th century will therefore allow us to think more broadly about what it means to study historical transformations in a comparative framework. This course is open to university graduate students, but those outside of the major should seek permission from their program and the department of the course.

GSOC 6174 Political Development in Turkey
Köker Levent
This course aims to understand Turkey’s contemporary political predicament. Despite this specific focus on Turkey, however, the course tries to situate Turkey within a broader critical and comparative–historical framework. Thus, one of the issues the course dwells on is an overview of mainstream and critical conceptions of political development, highlighting important dimensions of Turkey’s fluctuating path between authoritarianism and democracy. The course deals with special topics such as dissolution of empires and formation of nation-states with accompanying nationalisms, and how this historical phenomenon came to bear on Turkey’s political development during and after the formation of the Republic in 1923. Comparing—and in many ways contrasting—the process of the Ottoman Empire’s dissolution with the modern (nation-) state formation in Europe, the course tries to highlight the ideological dimensions of Turkish politics. Furthermore, the course dwells on Kemalism as the founding ideology of Turkish nation-state, how it is entrenched in fundamental normative documents, and made itself the official ideology of the Republican establishment and the rise of political Islam from within a moderate conservative nationalism of the Turkish political right. Topics discussed in this context include an earlier assessment of Kemalism as a form of “authoritarianism with a goal of eventual democratization”; the conception of “political tutelage” implied by this assessment; conservative forms of Turkish nationalism and its affinities with political Islam; and the role of a Bonapartist state after 1980 military coup in facilitating a further Islamization of Turkish politics and society. Finally, against the backdrop of the above, the course hopes to highlight the fact that contemporary issues of Turkey’s political development stem from the historical process of Islamization and Turkification of the Anatolian population, a process in which it is possible to find the roots of Turkey’s recent encounters with what may be called “multiculturalist challenges.”

Spring 2017
GSOC 5061 Contemporary Sociological Theory
Challand, Benoit
This course covers some influential ways of thinking sociologically that are not captured by sociology’s holy trinity. The course is organized by different traditions of sociological thought, with the hope that by outlining the ways in which ideas are interconnected in an intellectual arena, it would be easier to trace influences and common themes. The course covers American and Continental sociological theorizing, most of it done in the 20th century, some of which still being crafted today.
This course examines classical and contemporary works in political sociology and focuses on the changing relationship between alternative forms of citizenship and democratic life in the contemporary period. The readings during Weeks 1–3 will explore the various meanings of citizenship in relation to alternative political traditions. During weeks 4–6, we analyze the history of citizenship during the ancient, medieval and modern period with the bulk of the readings focused on the latter, specifically on the relationship between nationalism and citizenship, as well as on the development of the welfare state and the emergence of social rights. In weeks 7–9, we survey several types of citizenship regimes (multicultural, consumer, risk-science, governmentality) in the late modern world. In the remaining weeks of the course, we explore recent debates on the different ways that neoliberal globalization and securitization have reconfigured our notions and practices associated with citizenship.

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

GSOC 6144 Political Sociology
Robin Wagner-Pacifici
This course examines classical and contemporary works in political sociology. Issues addressed include the relationship between the state and civil society, political legitimacy, political institutions, the circulations of power, nationalism, and the role of violence in politics. Readings include Marx, Weber, Foucault, Anderson, Arendt, and Boltanski, among others.

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 6169 Citizenship
Carlos Forment
The meaning of the term ‘citizenship,’ like so many other socio-political concepts that are central to modern democracy, has been construed differently over time by thinkers and scholar identified with divergent political traditions. The aim of this course is to examine the historical trajectories, alternative conceptions, and the everyday practices of citizenship from the classical to the late modern period. Although we will examine some of the formal elements that have been attributed to the notion of citizenship (individual and collective rights; civic universalism; ethnic particularism; negative and positive liberty, etc.), the course focuses primarily on the changing relationship between alternative forms of citizenship and democratic life in the contemporary period. The readings during Weeks 1–3 will explore the various meanings of citizenship in relation to alternative political traditions. During weeks 4–6, we analyze the history of citizenship during the ancient, medieval and modern period with the bulk of the readings focused on the latter, specifically on the relationship between nationalism and citizenship, as well as on the development of the welfare state and the emergence of social rights. In weeks 7–9, we survey several types of citizenship regimes (multicultural, consumer, risk-science, governmentality) in the late modern world. In the remaining weeks of the course, we explore recent debates on the different ways that neoliberal globalization and securitization have reconfigured our notions and practices associated with citizenship.

GSOC 6171 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 6172 Race Critical & Decolonial Sociology
Lentin Alana
This course is premised on the idea that to understand politics in Western modernity requires placing race and coloniality central to analyses. The course will therefore be grounded in political, sociological, theoretical, and historical sociological readings of race; racism; imperialism; colonialism; slavery; genocide; and immigration and borders and opposition to them. Particular attention will be given to black and decolonial thinking as a means of not only challenging the persistence of racisms, but also of more truthfully representing the breadth of scholarship in general. It will interest students committed to a furthering of their understanding of the social and political theory of modernity, as well as those with a specific interest in themes related to race such as migration, (post)colonialism and coloniality, multiculturalism, human rights, “terrorism,” diversity and identity politics, antiracist resistance, Indigenous sovereignty, etc.
History is a field of inquiry essential to all human understanding. Recognizing that historical studies have transformative potential for interpretation, theory, and political action, we seek to establish a theoretically informed interdisciplinary space for producing critical history. Our program conceives of history as a way of thinking, a form of inquiry, and a mode of critique aligned with the intellectual traditions that define The New School. We train students in the rigors of scholarly discourse, independent research, and the imaginative act of relating history to the contemporary world. Students’ projects combine theoretical and political engagement with rich empirical research.

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

Contact information

Historical Studies Office: 212.229.5100 x4927
Admission Liaison
HistStdLiaison@newschool.edu
Senior Secretary: Shaza Elsheshtawy
Student Advisor: Luis Herran Avila
HistAdv@newschool.edu

Committee Members

Julia Ott, Chair and Associate Professor of History
Elaine Abelson, Associate Professor of History
Federico Finchelstein, Professor of History
Oz Frankel, Associate Professor of History
Aaron Jakes, Assistant Professor of History
Ann Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies
Jeremy Varon, Professor of History
Eli Zaretsky, Professor of History

Affiliated Faculty

Laura Auricchio, Associate Professor of Art History
David Brody, Associate Professor of Art and Design Studies, Parsons School of Design
Carlos Forment, Associate Professor of Sociology
Joseph Heathcott, Associate Professor of Urban Studies, Schools of Public Engagement
Andreas Kalyvas, Associate Professor of Politics
Eiko Ikegami, Professor of Sociology

Natalia Mehlman Petrzela, Assistant Professor of History, Eugene Lang College of Liberal Arts
Jessica Pisano, Associate Professor of Politics
David Plotke, Professor of Politics
Claire Potter, Professor of History, Schools of Public Engagement

Visiting Faculty

Rebekka Habermas, University of Göttingen, Heuss Professor (fall 2016)
Richard Hözli, University of Göttingen, Heuss Lecturer (fall 2016)
Sebastian Conrad, Free University of Berlin, Heuss Professor (spring 2017)

Programs of Study

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

Master of Arts in Historical Studies

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

All students must take a linked pair of seminars in their first year that orient them to the discipline:

GHIS 6133 Historiography and Historical Practice
GHIS 6134 Historical Sources and Methods

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

The Master’s Thesis

After completing at least 18 credits, including both required courses, students may submit a proposal for a master’s thesis to their faculty advisor. The thesis is normally an original paper based on primary research written in the form of an article prepared for publication in a peer-reviewed journal. It must reference both primary and secondary historical sources.
and should be between 40 to 60 double-spaced pages (65 pages is the maximum allowed). Students working on a thesis should register for Independent Study under the supervision of their thesis advisor. The completed MA thesis must be submitted to two faculty members of the Committee on Historical Studies for review; the deadlines are April 1 for May graduation and November 15 for January graduation. 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 CHS and the other PhD granting department. Applicants must provide the following materials to the secretary of the CHS: a letter of intent explaining the applicant’s scholarly interests and rationale for including historical studies as part of advanced social scientific research; a transcript of coursework completed at The New School for Social Research; a three-page prospectus of the student’s plans for doctoral research (this is not a formal dissertation proposal); and a letter of support from the student’s MA program faculty advisor. Please note: Applicants must follow on a parallel track the specific application procedures for the acceptance to doctoral study in politics or sociology. Students whose applications for the PhD program have been accepted by both faculties must file a change-of-status petition with the Office of Academic Affairs of The New School for Social Research.

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

**PhD Program Requirements**

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

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

**Qualifying Examinations**

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

**Doctoral Dissertation**

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

**Historical Studies Courses**

The following courses are offered in 2016–2017. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at [www.newschool.edu/ucc](http://www.newschool.edu/ucc).

**Fall 2016**

GHIS 5100 Contested Concepts
David Plotke
Is it worthwhile to study politics? Why? Should political knowledge be valued for its role in an active political and civic life? Should it be a way to achieve desired political and social ends? Or is it a professional and scientific project? What is the relation between studying politics and creating or maintaining a democratic politics and political culture? With these questions in mind, we analyze and debate basic concepts: power, culture, institutions, and action. We assess competing views of them as developed by political scientists as well as by economists and sociologists. We focus on the meanings of these concepts and on how they help us to understand important dimensions of politics. The course also provides a window into major themes in the history of Political Science in the United States and elsewhere. This course is required for MA students in Politics and open to PhD students in Politics. It is open to students in other departments and programs. Authors read include Hannah Arendt, G. A. Cohen, Robert Dahl, Michel Foucault, Steven Lukes, Jane Mansbridge, Elinor Ostrom, John Rawls, William Riker, Amartya Sen, Michael Walzer, Max Weber, and others.

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

GHIS 6135 Constitution, Revolution, & Democracy
Andrew Arato
The course will focus on the role of constitution making in revolutions and other forms of transition to and from democracy and constitutionalism. We will consider theories from Sieyes to Schmitt as well as Arendt and Ackerman, historical cases in America and France, as well as contemporary ones from the period after the Second World War to the recent Arab revolts. We will also pay particular attention to external and international roles in constitutional politics, under decolonization, and occupation processes.

GHIS 6137 Colonial Objects
Rebekka Habermas
This course studies the whole range of objects and goods transferred from the colonies to European metropoles in the long 19th and beginning 20th century in order to come to a better understanding of the colonial echoes of things still heard today. The biographies of colonial objects lead us from an African or Asian village to an American museum; to an European scientific laboratory; or into the world of consumer goods, be it in Paris or London, Madrid or Brussels. The crucial questions at stake are: Who and how have things and goods changed in its economic, epistemological, religious, or political meaning, and in what respect and how we can describe the colonial echo of this shared history. Which role did missionaries, travellers, merchants, as well as colonial officers and researchers play in this entangled material history? The course will focus on recent research undertaken in anthropology, history, economics, and museum studies. It tries to come to a new interdisciplinary understanding of this important chapter of knowledge history and history of material culture.

GHIS 6138 Nationalisms: Middle East & South Asia
Aaron Jakes
This reading-intensive course will offer an introduction to the vast and ever-growing scholarly literatures on nationalism in the Middle East and South Asia. The course will cover both key theoretical works that have helped to shape this body of historical writing and important monographs that exemplify particular approaches to the topic. This is also a course about comparison both as a historical practice and as a method of social-scientific inquiry. As we will see, the histories of colonial rule and of anticolonial nationalism in the two regions were, at times, closely intertwined. More recently, scholars studying the two regions have frequently drawn on insights from each other’s work. Our study of the global emergence of multiple nationalisms in the late 19th century will therefore allow us to think more broadly about what it means to study historical transformations in a comparative framework. This course is open to university graduate students, but those outside of the major should seek permission from their program and the department of the course.

Spring 2017
GHIS 5125 America’s Empires
Oz Frankel
Empire is a keyword of our time. It has been in great use since the American invasion of Afghanistan and then Iraq—either to celebrate or to castigate US foreign policy—but even before 9/11, thinking of the United States in terms of empire informed the study of American history. This seminar addresses the utility and feasibility of empire as a term of analysis in US history. It takes an expansive view of empire that includes diverse systems of domination and inequality, inside and outside the formal boundaries of the United States, and aspects of private well as public lives. The emphasis is the social, cultural, and daily dimensions of imperial power rather than diplomacy and strategy. Examples from the conclusion of the 18th century to the middle of the 20th century include Western expansion, post-Civil War Reconstruction, race and domesticity, and the global process of “Americanization”; in other words, the transnational presence of the United States as a model for social relations, political structures, and popular culture. (This course has been approved to fulfill requirements for Sociology at NSSR and is cross-listed as GPOL 5125 at NSSR and LHIS 4567 at Eugene Lang College of Liberal Arts.)

GHIS 5158 Nationalism in Global History
TBA, Faculty
This seminar provides an overview of various theories of nationalism and introduces a variety of case studies since the early-19th century from Europe, Asia, Africa, and the Americas. We will discuss a variety of different cases. One of the overriding concerns will be theoretical: How to write a global history of nationalism? The overall aim is, therefore, to confront common (largely Eurocentric) theories of nationalism with more recent approaches aimed at an explicitly global history of nationalism. The first part of the seminar familiarizes students with the most common theoretical approaches to the study of nationalism from an interdisciplinary perspective. The second part introduces a variety of interpretations that try to understand the rise of nationalism as a global (and globally linked) phenomenon, and to situate its specific inflections in a global context.

GHIS 5172 From Reagan to Obama
Eli Zaretsky
The history of the United States from the late 1970s to the present. Are we simply observing the decline of a once-great nation, or is there another possibility?

GHIS 5233 Gender, Politics, & 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 ongoing theoretical (and controversial) debates. The course analyzes such key conceptual and methodological frameworks as gender, class, sexuality, power, and race. Thematically organized, readings include both primary and secondary materials. Students complete two papers and participate in student-led discussions. This course is cross-listed with Lang College of Liberal Arts, but it is open only to juniors and seniors.

GHIS 5250 Rethinking Capitalism
Julia Ott
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 postindustrialism, respectively. 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. The course will be group taught by Eli Zaretsky (History), Duncan Foley (Economics), Nancy Fraser (Political Science and Philosophy, Julia Ott (History), and others.

GHIS 6134 Historical Methods & Sources
Jeremy Varon
This course offers theoretical perspectives on and practical training in historical research, writing, and representation. We begin by exploring debates surrounding just what history is as a 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 archives; 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 master’s 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.
The committee is a group of faculty representing several divisions of the university who oversee the interdisciplinary graduate curriculum in Liberal Studies. The MA in Liberal Studies program, developed by the committee, offers advanced academic training in four areas of study:

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

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

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

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

**Contact Information**

**Liberal Studies Telephone:** 212.229.2747  
**Admission Liaison**  
libstdliaison@newschool.edu  
**Rachelle Rahme**, Senior Secretary  
Libstudy@newschool.edu  
**Aaron Newman**, Student Advisor  
LiberalStudiesAdv@newschool.edu

**Faculty Members of the Committee**

- **McKenzie Wark**, Chair and Professor of Culture and Media, Eugene Lang College of Liberal Arts  
- **Alice Crary**, Associate Professor of Philosophy  
- **Simon Critchley**, Hans Jonas Professor of Philosophy  
- **Stefania de Kenessey**, Professor of Music, Eugene Lang College  
- **Oz Frankel**, Associate Professor of History  
- **Neil Gordon**, Professor of Literary Studies, Eugene Lang College  
- **Terri Gordon**, Associate Associate Professor of Comparative Literature, Schools of Public Engagement  
- **Noah Isenberg**, Professor of Culture and Media, Eugene Lang College of Liberal Arts  
- **Elizabeth Kendall**, Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts  
- **Paul Kottman**, Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts  
- **Elzbieta Matynia**, Professor of Sociology and Liberal Studies  
- **Inessa Medzhibovskaya**, Associate Professor of Liberal Studies, Eugene Lang College of Liberal Arts  
- **James Miller**, Professor of Politics and Liberal Studies  
- **Gustav Peebles**, Associate Professor of Anthropology, Schools of Public Engagement  
- **Dominic Pettman**, Professor of Culture and Media, Eugene Lang College of Liberal Arts  
- **Hugh Raffles**, Professor of Anthropology  
- **Eugene Thacker**, Professor of Media Studies, Schools of Public Engagement  
- **Gina Luria Walker**, Professor of Women’s Studies, Schools of Public Engagement

**Affiliated Faculty**

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

**Adjunct Faculty**

- **Robert Boyers**, Part-time Assistant Professor  
- **Melissa Monroe**, Part-time Assistant Professor  
- **Jed Perl**, Part-time Assistant Professor

**Program of Study**

The MA degree is awarded for completion of 30 credits and a written master’s thesis. There is one required course: GLIB 6001, Eros and Civilization, normally taken in the first semester of study. Students are strongly advised to also take GLIB 5301, Proseminar in Intellectual and Cultural History, 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 6301, 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. Students may potentially take one course in their second year of study, as part of the Consortium of educational institutions in the Greater New York Area (Columbia, New York University, Princeton, and others), dependent on permission from both schools.

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

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

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

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

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

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

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

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

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

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

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

**Liberal Studies Courses**
The following courses are offered in 2016–2017. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.
The novel, wrote Stendhal, is “a mirror being carried down the side of a road.” The famous phrase aptly captured the rhythms and thrills of the rush-hour city of the postwar years. Readings will focus on the relation between form and content, and will analyze 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. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must email Professor Melissa Monroe, monrowm@newschool.edu, for permission to register.

GLIB 5281 American Dialectics: Art in New York

Jed Perl

Since the end of World War II, art in New York has been animated by five powerful dialectical conflicts: between the artist and the public; abstraction and representation; romanticism and empiricism; spontaneity and reflection; and nihilism and tradition. Nearly all of these conflicts originated in the earlier history of European modernism. In this course, we will see how Old World ideas achieved a new weight, thrust, velocity, and impact as they were reshaped amid the exuberant forces of New York, the melting pot city. In a course that will range from Jackson Pollock, Willem de Kooning, and Joan Mitchell to Andy Warhol, Lee Bontecou, and Donald Judd, we will see how a variety of dialectical ways of thinking “ranging from Hegelian idealism to Kierkegaard’s Either/Or to Hans Hofmann’s Push/Pull” helped shape the artist’s evolving sense of self and society in the rush-hour city of the postwar years. Readings will focus on writings by artists, critics, and other movers and shakers of the period, including Clement Greenberg, Harold Rosenberg, Peggy Guggenheim, Barnett Newman, Edwin Denby, Anni Albers, Grace Hartigan, Susan Sontag, Morton Feldman, and John Cage. Our exploration of overarching historical and theoretical forces will be grounded in close analysis of primary sources both visual and verbal. Where possible, classroom sessions will be supplemented by visits to galleries, museums, and relevant New York City landmarks. This exploration of developments in the visual arts in the decades after World War II will leave students with the theoretical and analytical tools needed to locate and interpret particular artistic developments within a broader social and historical context. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must email Professor Jed Perl, perlj@newschool.edu, for permission to register.

GLIB 5520 Realism: An Introduction

Gordon Neil

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

GLIB 5555 Issues in 21c Critical Theory

Kenneth Wark

How might 20th-century texts in critical theory be of use in thinking about 21st-century issues and problems? Do we need to read the accepted classics differently? Are there neglected works that might be more relevant to today’s concerns? We shall cover a wide range of theory topics, including the political, technology, culture, and media, all with an eye to getting a grounding in a world where technology has gone digital, where power and influence has shifted away from “the West,” and where the Anthropocene scrambles our accepted notions of culture and nature. The course provides a platform for articulating forward-looking reach questions to established literatures. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must email Professor Ken Wark, warkk@newschool.edu, for permission to register.

GLIB 5640 Weimar Culture and Film Theory

Noah Isenberg

This course explores the diverse writings of German-born sociologist and cultural critic Siegfried Kracauer (1889–1966), beginning with his probing essays on media and culture written while an editor at the Frankfurter Zeitung during the Weimar Republic, as well as his early study The Salaried Masses (1930), and moving on to his pioneering film history From Caligari to Hitler (1947) and his Theory of Film (1960). We will also examine his American essays written for such outlets as Partisan Review, Commentary, and The Nation, and selections from his posthumous History: The Last Things Before the Last. In tandem with Kracauer’s work, we will read an assortment of texts by Georg Simmel, Walter Benjamin, Theodor W. Adorno, Hannah Arendt, Robert Warshow, Clement Greenberg, and Susan Sontag. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must
email Professor Noah Isenberg, isenbern@newschool.edu, for permission to register.

GLIB 5839 The Philosophical Self
Inessa Medzhibovskaya
This course places at its center the categories and genres of thought and writing about the realization of self and selfhood that are vital to modern philosophy and literature and their very identity. In addition to the philosophical approaches and narrative stratagems that concern the growth in self-awareness of personality, identity, and character discussed in thinkers as diverse as Locke, Rousseau, Herder, Kant, Fichte, Hegel, Schopenhauer, Comte, Marx, Spencer, Weber, Dewey, Cassirer, Benjamin, Jaspers, Arendt, Adorno, Lukacs, and Gadamer, among others, we investigate the nature and notion of Bildung and its fraught, multifaceted impact on the literary and intellectual evolution of modern writing. In this course we focus on the Germanic tradition, the founder of the concept and the institution of Bildung, and of the genre of Bildungsroman as we know them. Alongside the immersion in key philosophies and philosophers of selfhood, examined are the texts fundamental to the founding tradition of Bildungsroman and the major directions in which it was developed by great German-language masters of modernity (e.g., Johann Wolfgang von Goethe, Franz Kafka, Robert Musil, Thomas Mann, Hermann Hesse, with the addition of lesser-known but crucial texts authored by 19th-century and 20th-century writers). The course also relies on items of critical theory and literary criticism that explain and problematize the genre. The course satisfies the Bachelor’s-Master’s Program and the electives requirement for Lang Literary Studies majors. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must email Professor Inessa Medzhibovskaya, medzhibi@newschool.edu, for permission to register.

GLIB 6001 Eros and Civilization
Dominic Pettman
This course will introduce students to some of the most significant and influential critical contributions to our understandings of love and desire, from classical times to the present. Through readings from a range of disciplines, we will investigate how changing conceptions of Eros, broadly conceived, have shaped key social, psychological, political, 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, auto-affection, Eros/Thanatos, melancholia, ars erotica/scientia sexualis, libidinal economies, fetishism, the repressive hypothesis, gendered dialectics, jouissance, queer love, liquid love, mediated desire, and desiring machines. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must email Professor Dominic Pettman, pettmand@newschool.edu, for permission to register.

GLIB 6168 Politics of Public Memory
Elzbieta Matynia
This course will examine the controversies over the politics of public memory, which have become particularly tense at a time in which social and political systems are being dismantled and reconfigured, ethnic identity reemerges as a powerful source of conflict, and nation-states are challenged by new global arrangements. The concepts of nation, identity, and globalization will inform our analysis as we examine a wide range of emblematic locations, among them: Auschwitz, Berlin, and New York. We will discuss the relationship between history and memory, space and time, globalization and memorialization—as well as approaches to the crimes of the past in transformations from authoritarian to democratic order. We will pay particular attention to a variety of representational strategies designed to elicit the “meaning” of memory sites, whether in the arena of public art, museum exhibitions, tourist attractions, or monuments and historic districts. The phenomenological approach to memory will allow us to discuss memory as a wound, as an erosion, and to grasp the social meaning of “good” memory. How do we deal with painful conditioning of memory in societies that are trying to build a new, better, more just present? How, we will ask, does one represent a volatile, multifarious and sometimes discredited past in a way that will enrich and amplify its interpretive possibilities rather than diminish them? Readings will include works by Benedict Anderson, Zygmunt Bauman, Anthony Giddens, Eric Hobsbawm, Hayden White, Jacques La Goff, Pierre Nora, Maurice Halbwachs, as well as literary works by Milan Kundera, Gunter Grass, Bruno Schulz, Ivo Andric, Paul Celan, Italo Calvino, and others. We will make use of visual materials, including feature and documentary films. Please note: This course is only open to NSSR Liberal Studies students due to space restrictions. Other NSSR and non-NSSR students must email Professor Elzbieta Matynia, matynia@newschool.edu, for permission to register.

GLIB 6697 Aspects of Interpretation
Alice Crary
“Interpretation” is called for in a wide variety of everyday and specialized domains. Part of what attracts philosophical attention to the concept of “interpretation” are two implications in which deployments of it usually seem to carry: first, that there is a clarifying response to a meaning that is already there (i.e., “interpretation” is not pure invention); second, that, nonetheless, some creativity or innovation may be involved (i.e., “that’s one interpretation”). How can both of these things be true? How can the clarification or preservation of a meaning that is already there also involve innovation? This puzzle is related to others which tend to inform contemporary debates about “interpretation”. Is there such a thing as an objectively correct interpretation? Can there really be a plurality of conflicting (but equally good) interpretations? Is every take on the meaning of a text an interpretation of it, or are some meanings available without interpretation? A further question concerns the unity of interpretation: Does interpretation describe a distinctive form of understanding and explanation which, as some have claimed, picks out and
This course extends the contemporary global project of John Stuart Mill, On Liberty and the Subjection of Women; Readings include: Matthew Arnold, Culture and Anarchy; are not, in the main, invoked by current academic theorists. Gina Walker Costello. Robinson, The Death of Adam; and J. M. Coetzee, Elizabeth the Sign of Saturn; George Orwell, Essays; Marilynne Dimensional Man; Philip Rieff, The Triumph of the Name, Notes of a Native Son; Herbert Marcuse, One-What Is Literature?; James Baldwin, Nobody Knows My Virginia Woolf, A Room of One's Own; Jean Paul Sartre, Wittgenstein, Kripke, Derrida, Gadamer, Iser, Sartre, Walter Benn Michaels, Charles Taylor, Ronald Dworkin, Joseph Raz, Atonin Scalia, Alexander Nehamas, Stanley Cavell, Richard Moran, among others.

Spring 2017
GLIB 5137 Cultural Criticism & Its Critics Robert Boyers
This course offers a study of a dozen cultural critics who confront the idea of modernity and think in a sustained way about the death of traditional discourses and ideas. The course focuses on a variety of issues from authority and order to one-dimensionality and the therapeutic, from authenticity and pornography to identity politics and the culture of narcissism. It also promotes discussion about the so-called death of cultural criticism, inviting participants to consider what understanding of culture is required to engage in a form of inquiry not always appreciated (or understood) by contemporary intellectuals. Beginning with discussion of the leading Victorian cultural critic Matthew Arnold, who was acutely sensitive to the closing of the traditional mind, the course moves on to a variety of 20th-century critics who had arresting things to say about the crisis real and imagined of contemporary culture. It is a feature, and surely a virtue, of the course that it studies a variety of figures, a number of whom are not, in the main, invoked by current academic theorists. Readings include: Matthew Arnold, Culture and Anarchy; John Stuart Mill, On Liberty and the Subjection of Women; Virginia Woolf, A Room of One’s Own; Jean Paul Sartre, What Is Literature?; James Baldwin, Nobody Knows My Name, Notes of a Native Son; Herbert Marcuse, One-Dimensional Man; Philip Rieff, The Triumph of the Therapeutic; Christopher Lasch, The Culture of Narcissism; George Steiner, Language and Silence; Susan Sontag, Under The Sign of Saturn; George Orwell, Essays; Marilynne Robinson, The Death of Adam; and J. M. Coetzee, Elizabeth Costello.

GLIB 5312 Women’s Legacy: The New School Gina Walker
This course extends the contemporary global project of feminist discovery and reclamation of historical women to the understudied female intellectuals, academics, performers, artists, activists, and others who contributed to the founding and evolution of the University and its programs. The emphasis will be on project-based inquiry, supervised primary research, and production of original "female biographies" that more accurately establish women’s historical legacy. In preparation for the 100th anniversary of the school’s founding in 2019, students will disseminate their new findings through print, social and digital media, and a curated space on the New School History Department’s website. Distinguished guest faculty from around the University will offer lectures on specific disciplines, individuals, and historical contexts. The course will culminate in a student-faculty conference.

GLIB 5560 Benjamin & Poe Gustav Peebles

GLIB 5650 Aesthetics: Literature & Arts Paul Kottman
Artistic practices are ways that human beings try to make sense of the world, of nature, and of what we do with and say to one another. Among some of the general issues we will explore are: What is the relationship between art and nature? How can we talk meaningfully about the differences between artistic practices? How does mechanical reproduction, or the rise of capitalism, change our understanding of art? What is philosophy’s relation to art? What does it mean to speak of art as “good” or “beautiful” or, even, as “art” in the first place? We will discuss texts by Plato, Aristotle, Lessing, Schiller, Hegel, and others, as well as artworks and literature from a variety of historical periods.

GLIB 5833 Odysseys Melissa Melissa
Homer’s Odyssey is among the most important foundational texts of Western literature. The paradigmatic heroic voyage has a vast tonal and thematic range; among the issues explored are exile; homecoming; fidelity; honor; deception; the characteristics of a civilized society; and the relations between men and women, parents and children, and individuals and their social groups. Countless subsequent authors have used elements of Homer’s epic as starting points; in fact, the story has become the basis for an ongoing conversation among writers who revisit its figures and tropes as part of the never-ending effort to define the role of literature in helping us understand our lives. In this course, we look at the Odyssey itself and some of the works of poetry, fiction, and drama it has inspired. We spend about a month reading the Odyssey, together with critical works on its structure, style, and literary and historical context, including selections from Dodds, Bowra, Whitman, Lord, and Auerbach. We then turn to literary works that have taken the Odyssey as a point of departure, including Joyce’s Ulysses (to which we devote several sessions) and texts by Dante, Tennyson, Arnold, Margaret Atwood, Derek Walcott and Zachary Mason. In each case, we consider how the author uses elements of the original epic for his or her own purposes, expanding some, deleting others, adding new material, and altering structure and focus in order to explore some of Homer’s major themes for audiences living in a world very distant from that of the ancient Greeks. We also consider the cumulative effect of this tradition of reimagining: how each new version explicitly or implicitly comments on previous versions, creating a metafictional narrative that becomes part of the story itself.

GLIB 5842 Pessimism Eugene Thacker
Pessimism has a strange status in Western culture. Often overly morose, antagonistic, and resigned to failure, pessimism is at once a philosophical position and yet it is frequently dismissed as simply a “bad attitude.” Indeed, some of the great pessimist philosophers (most notably, Schopenhauer) also excelled at being curmudgeonly and generally grumpy. Other pessimists (such as Nietzsche) argue
that pessimism, when pushed far enough, must become a kind of optimism. As a philosophy, pessimism is also characterized by its stylistic quirks. Pessimist writings most often eschew systematic philosophy in favor of the aphorism, the fragment, the observation, and even prose poetry. Indeed, many works in the pessimistic vein straddle the space between philosophy and literature. This seminar will engage with key works in the pessimist tradition, noting pessimism’s always-tenuous relation to philosophy. Works by the following may be included: Albert Camus, E. M. Cioran, Franz Kafka, Giacomo Leopardi, George Friedrich Lichtenberg, Thomas Ligotti, Friedrich Nietzsche, Keiji Nishitani, Blaise Pascal, Fernando Pessoa, Arthur Schopenhauer, and Lev Shestov.

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

GLIB 6324 Cultures of Capitalism
Benjamin Lee
This course combines a social reading of the derivative with a derivative reading of the social that will built upon Marx’s immanent critique of production-centered capitalism in Volume I of Capital. The central concept of the derivative reading of the social will be that of volatility and its relations to risk, uncertainty, hedging, optionality, and arbitrage. The social reading of the derivative will involve anthropological discussions of the gift, ritual, play, dividuality, and performativity, and will provide us with ways of analyzing the ways derivatives work. By approaching the social from the standpoint of the derivative and the derivative from the standpoint of the social, the course will reexamine the relations between culture and capital proposed by the Frankfurt School, David Harvey, and Moishe Postone. The course will develop the thesis that the driving engine of finance capital’s “arbitrage” is also at the heart of Marx’s account of capital, specifically his concept of relative surplus value. This derivative reading of the social “the arbitrage nature of relative surplus value” will join hands with a social reading of the derivative, in which arbitrage will turn out to be a special form of negative performativity that drives technological innovation in capitalism. We will look at the role of performativity and arbitrage in both Weber’s Protestant ethic and Marx’s analysis of capital and how they are complementary dimensions of production-centered capitalism that continue to be relevant in the development of contemporary finance capitalism.
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 nonfiction writers, or scholars, or politically-engaged citizens have to tell the truth. At the same, students, through electives, will be able to broaden their horizons by taking substantive graduate courses in other fields, including philosophy, politics, economics, sociology, anthropology, and psychology. Students in creative publishing don’t just study Big Ideas and Great Books and the currently trending theories of media; in addition, they also learn how to use media, by learning the ropes of the New York publishing world, online and in print, up close and personal, through site visits, writing-intensive seminars, collaborative multimedia studio courses, and an individualized capstone project that can take a number of forms: from an edgy essay on philosophy or pop culture to a piece of investigative reporting, from a business plan for a new literary quarterly to design work that demonstrates a student’s ability to create an engrossing reading experience that shows awareness of and empathy for today’s reader.

**Contact Information**

Creative Publishing/Critical Journalism Telephone: 212.229.2747  
Rachel Rahme, Senior Secretary

**Faculty Members of the Committee**

*James Miller*, Faculty Director, Professor of Politics & Liberal Studies  
*Rachel Rosenfelt*, Associate Director, Creative Publishing/Critical Journalism  
*Robert Boyers*, Part-time Assistant Professor, Liberal Studies  
*Juliette Cezzar*, Assistant Professor of Communication Design, School of Art, Media, and Technology, Parsons School of Design  
*Mark Greif*, Associate Professor of Literary Studies, Eugene Lang College of Liberal Arts  
*Noah Isenberg*, Professor of Culture and Media, Eugene Lang College of Liberal Arts  
*Melissa Monroe*, Part-time Assistant Professor, Liberal Studies  
*Jed Perl*, Part-time Assistant Professor, Liberal Studies  
*Hugh Raffles*, Professor of Anthropology and Director of the Graduate Institute for Design, Ethnography and Social Thought

**Course Requirements, Credits, and Grades**

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

**Transfer Credit**

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

**Core Program Requirements**

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<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>Creative Publishing &amp; Critical Journalism:</td>
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<tr>
<td>An Introduction</td>
<td>3</td>
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<tr>
<td>Design &amp; the Future of Publishing</td>
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<tr>
<td>Multimedia Publishing, Production, and Writing Lab</td>
<td>3</td>
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<tr>
<td>One writing-intensive elective course</td>
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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 required writing-intensive elective, students can choose from a wide range of courses designed to enable interdisciplinary study and an
independent approach to learning. Students may take any courses offered by any department at the New School for Social Research, or Parsons School of Design, or the Schools of Public Engagement that they consider appropriate to their needs. 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
A GPA of 3.0 or better must be received for all courses taken to meet the 30 credits required for the master’s degree.

The MA in 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 2016-2017. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at www.newschool.edu/ucc.

Fall 2016
GPUB 5001 Creative Publishing & Critical Journalism
James Miller and Rachel Rosenfelt
From the dawn of the mechanical printing press, the dissemination of ideas has been tied to the means of reproducing words and texts. Since the traditional printed codex and such 19th-century offshoots as the newspaper and magazine face an uncertain future in a brave new world of digital media, tweets, and social networking, this seminar will survey the kinds of “worlds built by words” that first flourished in the Renaissance and may yet flourish again, should imaginative writers and innovative entrepreneurs take up the challenge of reinventing serious intellectual publishing in a post-print world. Readings include texts by Anthony Grafton, Robert Darnton, Baudelaire, Mathew Arnold, Oscar Wilde, Walter Benjamin, Theodor Adorno, George Orwell, Guy Debord, C. Wright Mills, Roland Barthes, Susan Sontag, and Bernard Williams; and site visits to The New York Times, Vice, Penguin/ Random House, Gawker Media, and Dissent &c. Please note: This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

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

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

GPUB 5200 Freedom by Design
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 together students with a primary interest in writing, publishing, and design 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; and 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. Please note: This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

GPUB 5310 American Dialectics: Art in New York
Jed Perl
Since the end of World War II, art in New York has been animated by five powerful dialectical conflicts: between the artist and the public; abstraction and representation; romanticism and empiricism; spontaneity and reflection; and nihilism and tradition. Nearly all of these conflicts originated in the earlier history of European modernism. In this course, we will see how Old World ideas achieved a new weight, thrust, velocity, and impact as they were reshaped amid the exuberant forces of New York, the melting pot city. In a course that will range from Jackson Pollock, Willem de Kooning, and Joan Mitchell to Andy Warhol, Lee Bontecou, and Donald Judd, we will see how a variety of dialectical ways of thinking “ranging from Hegelian idealism to Kierkegaard’s Either/Or to Hans Hofmann’s Push/Pull” helped shape the artist’s evolving sense of self and society in the rush-hour city of the postwar years. Readings will focus on writings by artists, critics, and other movers and shakers of the period, including Clement Greenberg, Harold Rosenberg, Peggy Guggenheim, Barnett Newman, Edwin Denby, Anni Albers, Grace Hartigan, Susan Sontag, Morton Feldman, and John Cage. Our exploration of overarching historical and theoretical forces will be grounded in close analysis of primary sources both visual and verbal. Where possible, classroom sessions will be supplemented by visits to galleries, museums, and relevant New York City landmarks. This exploration of developments in the visual arts in the decades after World War II will leave students with the theoretical and analytical tools needed to locate and interpret particular artistic developments within a broader social and historical context. Please note: This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

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

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

Spring 2017

GPUB 5137 Cultural Critique & Its Critics
Robert Boyers
This course offers a study of a dozen cultural critics who confront the idea of modernity and think in a sustained way about the death of traditional discourses and ideas. The course focuses on a variety of issues from authority and order to one-dimensionality and the therapeutic, from authenticity and pornography to identity politics and the culture of narcissism. It also promotes discussion about the so-called death of cultural criticism, inviting participants to consider what understanding of culture is required to engage in a form of inquiry not always appreciated (or understood) by contemporary intellectuals. Beginning with discussion of the leading Victorian cultural critic Matthew Arnold, who was acutely sensitive to the closing of the traditional mind, the course moves on to a variety of 20th-century critics who had arresting things to say about the crisis real and imagined of contemporary culture. It is a feature, and surely a virtue, of the course that it studies a variety of figures, a number of whom are not, in the main, invoked by current academic theorists. Readings include: Matthew Arnold, Culture and Anarchy; John Stuart Mill, On Liberty and the Subjection of Women; Virginia Woolf, A Room of One’s Own; Jean Paul Sartre, What Is Literature?; James Baldwin, Nobody Knows My Name, Notes of a Native Son; Herbert Marcuse, One-Dimensional Man; Philip Rieff, The Triumph of the Therapeutic; Christopher Lasch, The Culture of Narcissism; George Steiner, Language and Silence; Susan Sontag, Under The Sign of Saturn; George Orwell, Essays; Marilynne Robinson, The Death of Adam; and J. M. Coetzee, Elizabeth Costello. This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

GPUB 5700 Blogs, Social Media & News
Clare Potter
This course investigates the contemporary history and the
future of social media, a set of practices and technologies that are, and are not, distinct from professional journalism. “Web logs,” born in the 1990s, became a popular phenomenon in the 21st century. Often a place to tell personal stories, social media has swiftly expanded the capacity of citizen-journalists to tell unmediated stories on the Internet at a time when news organizations have limited resources. Often political and highly partisan, blogs reflect a long tradition of anonymous self-publication and dissemination of the news, extending from the pamphleteers of 18th-century North America, London, and Paris to the local ‘zine cultures of late-20th-century deindustrialized cities. Soon self-appointed web journalists were breaking key political stories—such as the Monica Lewinsky affair and Trent Lott’s private speech praising segregationist Strom Thurmond—that mainstream news organizations were reluctant to touch. The advent of Web 2.0 (free blogging software) in 2004, as well as platforms like Facebook, Twitter, and Instagram, began to transform journalism itself, as reporters and editors have adapted to, and adopted, social media tools that reach new audiences and promote narrative storytelling. Coursework will emphasize critical reflection on social media, as well as learning to write and think in social media environments. This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

GPUB 5833 Odysseys
Melissa Monroe
Homer’s Odyssey is among the most important foundational texts of Western literature. The paradigmatic heroic voyage has a vast tonal and thematic range; among the issues explored are exile; homecoming; fidelity; honor; deception; the characteristics of a civilized society; and the relations between men and women, parents and children, and individuals and their social groups. Countless subsequent authors have used elements of Homer’s epic as starting points; in fact, the story has become the basis for an ongoing conversation among writers who revisit its figures and tropes as part of the never-ending effort to define the role of literature in helping us understand our lives. In this course, we look at the Odyssey itself and some of the works of poetry, fiction, and drama it has inspired. We spend about a month reading the Odyssey, together with critical works on its structure, style, and literary and historical context, including selections from Dodds, Bowra, Whitman, Lord, and Auerbach. We then turn to literary works that have taken the Odyssey as a point of departure, including Joyce’s Ulysses (to which we devote several sessions) and texts by Dante, Tennyson, Arnold, Atwood, Walcott and Mason. In each case, we consider how the author uses elements of the original epic for his or her own purposes, expanding some, deleting others, adding new material, and altering structure and focus in order to explore some of Homer’s major themes for audiences living in a world very distant from that of the ancient Greeks. We also consider the cumulative effect of this tradition of reimagining: how each new version explicitly or implicitly comments on previous versions, creating a metafictional narrative that becomes part of the story itself. This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

GPUB 6002 Multimedia Publishing Production & Writing Lab Part 2
Rachel Rosenfelt
In this collaborative, hands-on seminar, students will be given the dual experience of independent project creation and a collaborative public-facing product launch by the course’s end. The focus is on advanced writing and editing, research, hands-on design, and distribution for print. Students will have the opportunity to choose their concentration in editorial, marketing, or production. Students will be given the time and tools they need to pursue skill acquisition where they’re lacking, determined on a case-by-case basis, including knowledge of HTML, CSS, Adobe Suite, WordPress, EPUB, and more. After the completion of individual projects, the class will cohere around the conception, creation, edit, and publication of a contemporary magazine in whatever digital and/or print forms the students collectively decide. This process will be mentored with a strong emphasis in practical, professional development by the course’s professor, who will help students learn how to interface effectively with professionals as applicants or employees in journalism and publishing beyond the confines of the classroom. The final product will be tailored to enable each student to emerge from the course with a portfolio-building example of their work, and learn how to connect their creative work with a public readership through promotional efforts and events. The lab will feature the guidance and feedback of visiting industry professionals and New School faculty, taking full advantage of The New School’s location by emphasizing strongly engagement with New York City. By exploring a variety of emerging practices in book, newspaper, and magazine writing and publishing, on both print and digital platforms, students will improve their ability to write, to work with a team in a publishing environment, diversify their skills, and produce quality projects establishing them as strong entry-level candidates for a variety of careers in contemporary media. Prerequisite: advanced composition skills are required. Please note: This course is open to Bachelor’s-Master’s Program students. Students must email the instructors for permission to register.

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

The Graduate Certificate in Gender and Sexuality Studies (GSS) is a university-wide program that brings together faculty and courses from across The New School to address gender and sexuality from many disciplinary perspectives. The certificate is designed to foster intellectual collaboration on issues of gender and sexuality amongst students and faculty representing a variety of disciplines. It is open to both New School students enrolled in graduate degree programs and students from outside the university.

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

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

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

Curriculum

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

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

Faculty

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

Co-Directors

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

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

Steering Committee

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

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

Jasmine Rault
Assistant Professor, Culture and Media
PhD, Art History and Communications Studies, McGill University

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

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

Affiliated Faculty

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

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

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

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

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

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

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

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

Calculating Credit Hours
In seminars and lectures, including those paired with discussion sections, one semester hour of credit equals one hour of class instruction and at least two hours of work outside of class for 15 weeks.

ACADEMIC TRANSCRIPTS
An official transcript carries the registrar’s signature and the New School seal and documents a student’s permanent academic record at the university. Students may have a transcript mailed to the address of their choosing (including other colleges and institutions) by submitting an official request to the Registrar’s Office. This can be done online at MyNewSchool. Transcripts are not issued for students with outstanding debts to the university. For additional information visit: www.newschool.edu/registrar/transcripts.

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

CHANGES OF DEPARTMENT
Applications for changing a major field of study within the same degree program must be submitted to the Registrar’s Office. Forms, available in the Office of Academic Affairs, require written consent of the chair of the new department involved and Student Academic Affairs. The courses applicable toward the new program are determined at that time.

CHANGES OF STATUS
Applications for a change of status for students from an MA to an MS program, or to change from PhD to PhD status within the same department must fill out a petition. Petitions are available in the Office of Academic Affairs. For students who wish to change status from MA to PhD, 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 in the following semester.

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

The following are general guidelines about course numbering. Individual departments may vary. Contact the advisor in the course department to check on the level of the course before you register.

Courses numbered 5000–5899 are master’s-level courses.

These are generally open to undergraduates at the junior or senior level with a standard cap of five undergraduates in any course; the course instructor has the prerogative to raise or lower the cap. A limited number of 5000–5899 courses are cross-listed with other 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/bama

ACADEMIC ADVISING

A clear understanding of the academic program and close contact with the faculty inside and outside the classroom are essential for successful graduate study. At The New School for Social Research, academic advising takes place in many formal and informal ways, including published information, group orientations, individual appointments, informal conversations, student conferences, workshops, and seminars. Faculty advisors are academic mentors, and are complemented by a peer advising system of part-time, departmental student advisors. Student advisors are advanced students who assist students in the same degree program in planning their programs of study. They offer advice about courses and program requirements, pass on useful information about the department and the university, act as liaisons between students and faculty, participate in orientation activities, and approve all registrations. All students are expected to consult with their faculty and student advisor at least once each semester. For a directory of student advisors see here: http://www.newschool.edu/nssr/student-advisors/

Biannual Academic Review

Regular review of a graduate student’s progress toward a degree is important. At The New School for Social Research, academic review is conducted biannually before each semester’s registration period (in March and October). The review is an opportunity for direct communication about the quality of the student’s performance and the student’s degree of satisfaction with the school and the program. The outcome of the academic review will determine a student’s eligibility to continue in his or her program of study. The New School for Social Research warns students whose academic performance or progress is deemed unsatisfactory and may place a student on probation (see Academic Standing and Progress in this catalog). Academic Standing

Undergraduate students should reference the academic standing policies in their home division’s catalog.

Graduate students must maintain at least a 3.0 term GPA and cumulative GPA to remain in good academic standing. Students with less than a 3.0 term GPA or cumulative GPA will be placed on academic probation. Students who earn less than a 3.0 cumulative GPA for two consecutive semesters will be subject to dismissal. Students who earn a 2.0 or below term GPA after their first semester are also subject to dismissal upon review by the department and academic affairs.

In addition, graduate students who do not complete one half of accumulated attempted credits after two consecutive semesters in their program will be subject to probation and will not necessarily be allowed to register for more courses and/or equivalency credits the following semester. Finally, students who have exceeded the time to degree will be placed on probation and given a timeline for completion. Failure to follow the timeline could result in dismissal from the program. Students are additionally responsible for meeting department/program academic requirements in order to remain in good academic standing in their program.
TRANSFER OF CREDITS

The New School awards credit points for graduate courses taken at other institutions based on an evaluation by the New School department. Course titles and grades are not transferred. Only credits are transferred. A student who wishes to use a transferred course to waive a specific area of study requirement, should consult with the program chair or director and provide a course syllabus for review.

Any course submitted for transfer credit must have been taken during the ten-year period directly preceding matriculation at The New School for Social Research with a grade of 3.0 (B) or better awarded. The form for transferring credit can be obtained from the Office of Academic Affairs or a student’s department. Students who wish to share credits between a master’s program at The New School for Social Research and another master’s program at The New School should discuss their plans with an advisor in the Office of Academic Affairs. (Exception: BA/MA students—see Bachelor’s/Master’s Options.)

The Registrar’s Office will post approved transfer credit to the student’s transcript. Students can review their approved transfer credits and correlation to degree requirements in DegreeWorks, the online degree audit tools accessible through MyNewSchool.

**Masters Programs:** At least 27 of the credits required for a master’s degree must be earned in residence. Not more than three (3) credits earned at another university can be accepted for transfer.

**PhD Programs:** Credits for graduate courses completed at other institutions may be transferable up to a maximum of 30 credits at the discretion of the department.

Individual departments may have slightly different rules, possibly more restrictive, regarding transfer credit, but the ten-year rule applies to all.

**Academic Petitions**

Student petitions regarding transfer credits, change of status, change of departments, extension of time to complete degree requirements, re-enrollment, extension of time on incompletes, are coordinated through Academic Affairs.

**INTER-UNIVERSITY DOCTORAL CONSORTIUM**

The New School is a member of a graduate-level course consortium with the arts and sciences divisions of Columbia University (including Teachers College), CUNY Graduate Center, Fordham University, New York University, Princeton University, Rutgers University at New Brunswick, and Stony Brook University. Students in approved doctoral programs at these institutions are permitted to take courses relevant to their areas of study at any other participating institution. The student should be in a PhD track and the courses must be unavailable at the student’s home institution. For New School students, registration requires approval of the student’s academic advisor, the dean (or designated representative) of the student’s school, the course instructor, and the dean (or designated representative) of the host institution. At The New School for Social Research, the dean has designated the Office of Academic Affairs to approve consortium arrangements.

MA students must obtain prior approval from the coordinator for student advising; first-year MA students are not allowed to participate. Summer courses are not available through this agreement. Students cross-registered in the inter-university consortium may use the libraries of a host institution while enrolled in any of its courses. For more information: http://www.newschool.edu/nssr/inter-university-doctoral-consortium/

**COOPERATIVE LAW SCHOOL PROGRAM**

Through a cooperative arrangement between The New School and Yeshiva University, students matriculated at The New School may take selected courses at the Benjamin N. Cardozo School of Law. Information and application forms are available in the Office of Academic Affairs.

**EXCHANGE AND OVERSEAS STUDY PROGRAMS**

Exchange programs enable students from partner institutions to study at The New School for one year and New School students to study overseas for one or two semesters or for summer language study. The New School for Social Research maintains exchanges with Humboldt University in Berlin, Goethe University in Frankfurt, the University of Bremen, and the Technical University of Dresden. Small scholarships are available for students who are approved for these programs. Advanced doctoral students with teaching experience may be invited to teach at an exchange university while conducting their dissertation research.

In addition, New School students frequently travel overseas for summer language programs and field research, and during the year for research and study at other universities. Students also may participate in the summer and winter sessions in Wroclaw, Poland, and Johannesburg, South Africa, coordinated by the Transregional Center for Democratic Studies.

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

Students must complete degree requirements within 5 years for the master’s degree and 10 years for the PhD at The New School for Social Research. The time limit for the PhD includes completion of requirements for the master’s degree. Students who have exceeded these limits are not permitted to register unless an extension of time is obtained.* To petition, the student must outline work completed toward the degree and a plan for completion of the degree. If the extension of time is not granted, the student will not be permitted to continue in the program and may be subject to dismissal.

Departments also review student academic progress prior to official time to degree limits. They may warn and probate students prior to the time limits when department academic standards are not met.
Students requiring additional time for completion of the master’s degree may petition before the end of their fifth year for a one-semester extension. Students who fail to complete the master’s during this extension of time will be subject to dismissal.

Students requiring additional time for completion of the PhD may petition before the end of their tenth year for a one-year extension of time. Their department chair, with the approval of the assistant dean, may grant them this one-year extension for continued study. Students unable to complete all PhD requirements during the 11th year may petition for a final one-year extension. During the 12th year of study, however, students will be placed on probation and may not be eligible for equivalency credits. If unable to complete all requirements toward the PhD by the end of the 12th year, a student can be subject to dismissal.

Any dismissals may be appealed to The New School for Social Research Student Academic Affairs Committee for review.

Processing of petitions typically requires two months, so students are urged to anticipate their needs in order to avoid registration delays. Extensions are reviewed during the academic review conducted each semester to assess student progress. For more information, see the sections in this catalog on “Academic Advising,” “Equivalency Status,” and “Leave of Absence.”

Exception for clinical psychology: Due to the academic deadlines for completion of the PhD in Clinical Psychology, students in the psychology research track who have been accepted to the clinical PhD program must complete the master’s thesis, the final requirement for MA conferral, by the end of their first year in the doctoral program and may receive warnings based on that more stringent deadline. The 10-year limit applies to the clinical psychology PhD, but, based on departmental internal deadlines and in order for the program to meet APA guidelines, students in that program may be subject to warnings and probation prior to approaching the ten-year limit.

Academic Standing and Financial Aid

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

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

Maintaining Status

Matriculated students are required to register every fall and spring semester until they have met all degree requirements and filed a petition to graduate. Students at The New School for Social Research who have completed their required courses or are unable to register for courses in a semester for some other compelling reason or who wish to only to audit courses can remain matriculated by registering for Maintenance of Status, or else they should apply for a leave of absence. Registration to maintain status requires approval of the student’s academic advisor and must be completed during the regular registration period, and the student must have been registered in the previous semester. Late registration policies and penalties apply.

Note: Maintenance of matriculation status does not establish full- or part-time enrollment status, which is especially important for international students and recipients of Title IV funds. See Equivalency below and the definition of Full-Time and Half-Time Status in this catalog for more information.

Most graduate students maintaining status also register for equivalency credits based on the type of work they are undertaking while maintaining status (writing a thesis, studying a foreign language, or preparing for a comprehensive examination, etc.). These students must submit the Equivalency Verification Form when they register. The form can be downloaded from the registration website and is also available in department offices.

Maintenance of Status and Graduation

The maintenance of status requirement can be waived if a student completes (i.e., submits all materials and receives all required faculty approvals) all degree requirements by the last day to drop a course for the semester. In order to qualify, the student must have been registered in the previous semester. Students who wish to waive maintenance of status should contact the Office of Academic Affairs.

Note: A student not taking courses is not registered and has no enrollment status once the maintenance of status requirement is waived. At that point, student loans will go into repayment in accordance with the lender’s grace period. An international student may be in violation of visa status for that semester. International students should consult with International Student and Scholar Services before petitioning for a waiver of the maintenance of status requirement.

Equivalency Credit

Students who are not taking a full-time course load but are working full-time on other requirements for their degree can register for equivalency credits. Equivalency credit is granted for specific activities approved by the student’s academic program. The student registers for equivalency as for a course, and normal registration policies and deadlines apply. There is no tuition charge for equivalency credits nor are they counted toward credit requirements for a degree.

International students on F-1 or J-1 visas are required by law to be registered for at least nine credits per semester, unless their exchange program specifies different enrollment criteria (consult with the International Student and Scholar Services about exceptions). International students who have completed all 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 except in the summer term. For more information, consult with a student or faculty advisor. Students who have reached the designated time limit for completion of their degrees and been granted an extension of time will not be given equivalency credit except in special circumstances determined on a case-by-case basis.

**Leave of Absence and Withdrawal**
Students wishing to withdraw or take a leave of absence from the University must submit a request in MyNewSchool in the Academics Tab, under Registration. Students should consult with their advisor before submitting their request and to review the Academic Calendar for any relevant policy deadlines.

**Compulsory Withdrawal**
The New School for Social Research reserves the right to require a student to withdraw from study for reasons of academic performance or personal behavior. Departments may also withdraw students administratively if they are no longer active in the program. Academic reviews, conducted twice yearly to assess student progress, may provide the basis for department decisions to withdraw students for the reasons above. When withdrawal is required, the student will receive a tuition refund, if applicable, in accordance with registration regulations and university refund policy.

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

**Dismissal and Degree Conferral**
Students dismissed for academic misconduct are not eligible for degree conferral.

**Academic Dismissal Appeals**
A student who receives notice of dismissal may petition the Office of Academic Affairs to reverse the decision by filing a formal appeal. The appeal must be presented in writing, with supporting documentation, within two weeks of receiving the dismissal notice.

Appeals must contain the following information:

- The student's explanation for poor performance and/or failure to complete required coursework.
- A description of the student's plans to improve academic performance and/or to complete outstanding work.
- Any other relevant information pertaining to the student's academic accomplishments or potential.

Students can expect to hear the results of an appeal within two to four weeks of submission. The decision of the dean's office is final.

**Reenrollment**
Students who have failed to register for one, two, or three semesters may petition through 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 assistant dean of Academic Affairs regarding procedures for graduation and degree conferral.

*Students who have not registered for four or more semesters, or who wish to return to the university after taking a leave or withdrawing, must apply for readmission. See the section on “Readmission” in this catalog for more information.

**ACADEMIC GRIEVANCES**
Any student or faculty member may submit an academic grievance to The New School for Social Research by following this procedure.

The student or faculty member submits written statement of grievance to the academic staff member most directly concerned with the subject of the grievance—for example, a course instructor, a program director, or a departmental chair.

If the party with the grievance is not satisfied with the response to this statement, he or she may appeal in writing to the Assistant Dean of Academic Affairs, who will attempt to mediate the issue to the satisfaction of all parties.

If the grievance remains unresolved, the assistant dean will forward the student’s written appeal to Committee on Student Academic Affairs (CSAA) for review. To ensure a fair deliberation for all parties, the CSAA will always include student and faculty representation.

The committee will make a recommendation to the dean. The dean’s decision is final. The assistant dean of academic affairs will communicate the final decision in writing to all parties involved in the grievance.

**ATTENDANCE GUIDELINES**
Federal regulations require that the university monitor attendance for all degree students and notify the appropriate agency of any student receiving financial aid who has not attended a 15-week on site class for 2 or more consecutive weeks (for online classes, 2 or more consecutive weeks of not logging into the class) or 1 week of nonattendance for a 9-week onsite class (or for an online class, 7 days or more of not logging into the class).
Students are responsible for knowing and complying with the attendance policy. Students should refer to course syllabi for information about attendance expectations and requirements, or consult their instructors for clarification.

**Religious Absences/Equivalent Opportunity**

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

**GRADES AND GRADING**

**Assignments, Exams, and Deadlines**

Unless special permission is received in advance, students must be present for all regularly scheduled examinations and final reviews and must submit completed assignments when they are due. Failure to take examinations or submit work on time may result in lowered grades or failure of the course.

**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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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0 (valid for undergraduates only)</td>
</tr>
</tbody>
</table>

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). The department chair should assist in resolving the dispute.
- If the chair concurs with the instructor and the student is still not satisfied, the student may appeal in writing (including copies of previous communications) to the dean’s designee. This designee will convene a committee to review all communications, clarify the issues of disagreement, and make a recommendation to the dean of the division. To ensure a fair deliberation for all parties, the committee will always include student and faculty representation.
- The dean’s decision is final.

**Retaking a Course**

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

**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

REGISTRATION

The Registrar’s Office facilitates registration for classes and tuition and fee charges.

Schedule Changes, Section Balancing, and Class Cancellations
The University reserves the right to revise students’ schedules after registration to assure that all students are enrolled in the appropriate courses needed for their major or to insure that sections are optimally balanced. The University cannot guarantee students their preferred instructor or class schedule.

Occasionally, due to changes in enrollment or faculty conflicts, the university must cancel courses after registration. Students will be notified of cancellations and referred to alternatives.

Registration Procedures
New students should visit the New Students page (www.newschool.edu/student-services/newstudents) for registration information prior to arrival on campus. Continuing students should refer to the Registration Information website (http://www.newschool.edu/registrar/registration-information/) each semester for detailed registration instructions, as well as relevant policy information.

All students should note the following:

- Registration dates are posted by the Registrar’s Office. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing students register in April for the following fall term and in November for the following spring term.

- All course registrations should be approved by their academic advisor before a student registers at MyNewSchool or in person. Students who register for a course without the appropriate advisor’s approval may be asked to drop the course and may be administratively withdrawn from the course.

- Student Financial Services invoices continuing degree students for tuition and fees several weeks before the start of each semester. Students should verify the accuracy of their registration and charging information.

- New students registering prior their first-semester classes are sent an invoice prior to their arrival on campus. Payment is due prior to the first day of classes.

- Registration is not complete until payment or payment arrangements have been made.

- Students who fail to register or fail to make payment by the published deadlines (see below) will incur late fees. Deadlines for completing registration cannot be extended because of delays in clearing registration holds (see below).

Registration Holds
Holds may be imposed for a variety of reasons typically including advising, non-verification of legally required vaccination, or financial obligation. In the event that a student fails to satisfy requirements for documentation or payment, the appropriate university office will place a hold preventing future registration until the requirement has been satisfied. Students should check MyNewSchool at least two weeks prior to registration to see if any holds have been placed on their accounts. If any hold has been placed, MyNewSchool will indicate the type of hold and the office to contact to resolve the hold. Registration deadlines will not be extended because of delays in clearing holds, and students will be liable for any applicable late fees.

Full-Time and Half-Time Status
For undergraduate degree students, full-time status is defined as enrollment in a minimum of 12 credits per semester. Half-time status is defined as enrollment in a minimum of 6 credits per semester.

For graduate degree students, full-time status is defined as enrollment in a minimum of either 9 or 12 credits per semester, depending on the program. Half-time status is defined as enrollment in a minimum of one-half the credits required for full-time status (4.5 or 6, depending on program).

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

Auditing Courses
In order to audit a course, students should contact their Advisor. Students cannot register to audit courses in MyNewSchool. Audit fees are listed in the Tuition and Fee Schedule.

Undergraduate students are not permitted to audit courses.

Adding, Dropping, and Withdrawing From Courses
To add, drop, or withdraw from a course, students may complete the transaction through MyNewSchool or in person. Students should review their degree requirements and time status implications before dropping from courses.

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

Deadlines for adding, dropping, and withdrawing from courses are based on the following rules (see the Academic Calendar for exact dates for each semester):
Refund Schedule and Policies

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

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

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

University Refund Schedule—Degree Students

<table>
<thead>
<tr>
<th>When course is dropped</th>
<th>% of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before semester begins</td>
<td>100%</td>
</tr>
<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 credit points dropped in order to determine a student’s remaining liability for those credits. The student’s total tuition will then be recalculated to include the new credit load and any liability for dropped/withdrawn credits. Any refund will be the difference between tuition already paid and the recalculated tuition. Refund processing takes approximately four weeks.

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

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

Late Registration and Late Payment Fees

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

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

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

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

TUITION AND FEES

Tuition and fee information can be found here:
http://www.newschool.edu/registrar/tuition-and-fees/

BILLING, PAYMENT, AND REFUND POLICIES

Billing and Payment Information

For registered continuing students, invoices are sent electronically. An email notice is sent to the student’s New School email address (@newschool.edu) when the invoice is ready to view at MyNewSchool. Fall semester invoices are normally posted in early July with payment due August 10. Invoices for the spring semester are posted in early December with a payment due January 10 for continuing students. For new entering students, the deadline is the Friday before classes begin. The invoice takes account of all current financial aid as of the date of the invoice.
Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) balance due (less approved financial aid awards) at the point of registration or, if eligible, make other payment arrangements with Student Accounts in advance of the semester starting date.

Accepted Forms of Payment
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).

Effective June 24, 2014, The New School only accepts credit card and debit payments through the online service PayPath. This service will be accessible through the "Make a Payment" 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.

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

Wire Transfer: To learn how to wire transfer funds to The New School, log on to MyNewSchool (select the Student tab and under Student Financial Services select “Wire transfer information.”)

Students who do not have access to MyNewSchool: must Please email Student Accounts at myaccount@newschool.edu for instructions. Only admitted students who have paid the admission tuition deposit are permitted to send funds by wire.

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

If it becomes necessary to forward an account to a collection agency, an additional 10 percent penalty will be charged on the remaining account balance.

Electronic Refunds Deposited in Your Bank Account
Student refunds can be deposited directly to a domestic personal savings or checking account. Students can sign up for this service on MyNewSchool. Exceptions: For students who are using a Parent Loan for Undergraduate Students to finance their educational expenses, a paper refund check (if applicable) will be sent to the parent borrower, unless otherwise authorized by the parent borrower. If using a credit card to pay your balance, refunds will be issued back to the card last used to complete this payment. Any convenience fee assessed on the credit card payment is non-refundable, since it is paid to the third party processor.

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

The payment plan is not a loan so there are no credit checks. It is available for the Fall, Spring, and Summer terms.

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

The plan is interest free. There is a $55 enrollment fee per semester.

Payment for the fall semester five (5) month plan begins on August 1 and for the fall four (4) month plan on September 1. Payment for the spring semester five (5) month plan begins on January 1 and the spring four (4) month plan on February 1.

Payment Plan Due Dates
Although there is an option for changing the payment due dates on the system, the due date should not be altered. If there are adjustments made to your account within the semester, the plan will automatically recalculate.

Fall Term
Five-month plan begins August 1 and the four-month plan begins September 1, with subsequent payments being made on the first of the month.

Spring Term
Five-month plan begins January 1 and the four-month plan begins February 1, with subsequent payments being made on the first of the month.

Summer Term
Two-month plan begins May 18, with the last payment on June 18.

Plan Enrollment Deadlines
Fall 2015: August 10 for continuing students and August 22 for new students.
Important Note: Monthly payment plans are based on per semester charges. Students must re-enroll in the plan each subsequent semester in order to continue using this option.

Deferral of Payment for Employer Reimbursement or Third Party Billing

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

The authorization letter must be provided on official employer/sponsor letterhead. This letter should indicate the current date and include the following: student’s full name, New School ID number (if applicable), the amount to be reimbursed, the academic term for the covered charges, the 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. Alternatively, they can bring their documents in person to the Cashiering Office located at 72 Fifth Avenue, on the fourth floor. Payments may be made online at my.newschool.edu via their checking account or credit card. Registered students can fax a credit card authorization with their deferral form and authorizations letters to Student Accounts at 212.229.8582. If submitting letters and deferral form by email, students must forward all documents to myaccount@newschool.edu.

Payment for all charges is the responsibility of the student. The student is liable for any and all deferred charges that are not paid by the employer/sponsor. Liability is not contingent on receiving passing grades or completing courses. For answers to questions regarding employer reimbursement or third party billing, email myaccount@newschool.edu or call 212.229.8930.

Terms of Reimbursement

If the reimbursement will be made upon receipt of grades: There is a participation fee of $150, and the student must complete both the Employer Reimbursement Deferral Form and the Deferral Credit Card Payment Authorization. (These forms can be downloaded from the website: go to http://www.newschool.edu/student-financial-services/forms/. The forms are under ‘Other University Financial Services Forms’.) Payment of the $150 participation fee and any balance of tuition and university fees not covered by the authorization letter must be made prior to or submitted with the deferral form(s). 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 Deferral 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.

Additional Information

To learn more about tuition, fees, educational expenses, billing and payment, and rules and regulations governing aid eligibility visit the website at www.newschool.edu/student-financial-services, visit Student Financial Services at 72 Fifth Avenue 2nd floor, call 212.229.8930, or email sfs@newschool.edu.

STUDENT FINANCIAL SERVICES

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

Scholarships and Grants

Federal Pell Grant (undergraduate students only)
Federal Supplemental Educational Opportunity Grant (SEOG) (undergraduate students only)
New York State Tuition Assistance Program (TAP) (undergraduate students only)
New York State Aid for Part-Time Study Program (APTS) (undergraduate students only)
New York State Higher Educational Opportunity Program (HEOP) (undergraduate students only)
New York State Regents Opportunity Scholarship Program
New School and Parsons scholarships

Loans

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

Work Programs

Federal Work-Study Program
Other Programs

Federal aid to Native Americans
Veterans benefits
Social Security payments to children of deceased/disabled parents

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

Occupational and Vocational Rehabilitation Program

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

Grants from Other Regions

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

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, US citizens and eligible non-citizens must not be in default on or owe a refund to any federal aid program. Students interested in applying for need-based assistance programs must complete the Free Application for Federal Student Aid (FAFSA) annually. The New School code is 002780. File this form electronically at www.fafsa.ed.gov. Submitting the FAFSA enables Student Financial Services to receive a need analysis report or Student Aid Report (SAR) electronically.

OTHER UNIVERSITY POLICIES

The New School Board of Trustees has adopted a number of policies addressing student rights and responsibilities, some of which are summarized below. Other policies address sexual and discriminatory harassment, use of alcohol and illegal drugs, and disciplinary procedures. Texts of these policies are published on the university website at www.newschool.edu/policies or www.newschool.edu/student-rights-and-responsibilities and are available in the Office of Student Rights and Responsibilities.

ACADEMIC 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 colleges/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 colleges/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:

1. Indicate that the student has not committed an infraction of this policy.
2. Indicate that the student has committed an infraction and impose one of the following sanctions:
   a. require the student to resubmit the assignment; or
   b. give the student a failing grade for that particular assignment; or
   c. give the student a failing grade for the course.
3. Indicate that the student has committed an egregious infraction supporting the recommendation to the Dean that the student be suspended or expelled. Examples of egregious infractions include, but are not limited to: (1) multiple instances of academic dishonesty in a single course, (2) repeated instances of academic dishonesty by a student in different courses, and (3) academic dishonesty related to a major culminating work such as a Senior Exhibit, Masters Thesis or Doctoral Dissertation.

The faculty member will send correspondence as well as syllabi and course assignments to the School Designee with his/her determination.
In the rare and exceptional circumstance where the Step 2 process cannot occur, the instructor or the School’s Designee shall notify the student of the instructor’s concern that the student has engaged in academic dishonesty and that the matter has been referred to the Dean for resolution. In such cases, the student may proceed as set forth in the Appeals Procedures.

**Step 3: Review of Faculty Determination and Possible Imposition of Sanctions by School Designee**

The school designee will review the faculty member’s determination and consult, as needed, with appropriate academic personnel. Based on the faculty member’s determination, the nature of the most recent violation as it relates to past violations, consistency within the division and across the University, and on any other relevant information pertaining to the student’s record at the University, the School Designee may determine that modified sanctions should be imposed on the student that can include, but are not limited to, suspension or expulsion.

Recognizing the importance of the decision for the student, the faculty member and the School Designee will notify the student in writing of the sanction(s) as soon as possible, but not more than twenty (20) days after receipt of the faculty member’s written recommendation. In addition, the School Designee will notify the appropriate offices in the school, the faculty member, the faculty member’s School Designee (if the course at issue is offered through another school), as well as the Office of the Assistant Vice President for Student and Campus Life.

**Appeal Procedures**

If the student is dissatisfied with the outcome of the adjudication procedures, s/he has the right to appeal.

**Student’s Right to Appeal**

The student may appeal the school designee’s decision to the Dean/Director of the School or his/her designee (hereinafter “Dean”). The appeal must be in writing and sent within ten (10) days of the decision letter received by the student. The student may request that the Dean convene a meeting of the existing committee that is responsible for academic standards and standing, or convene such a committee should one not already exist, to review the appeal. No member of this committee will have been part of the appeals process to date. The committee’s recommendation will be made to the Dean, whose decision is final except in cases where the student has been suspended or expelled. Alternately, the student may waive review by a committee and request that the appeal be reviewed exclusively by the Dean or his/her designee, who will not be the School’s Designee.

The student’s appeal must be reviewed within fifteen (15) days of receipt. Note that an appeal to the Dean may result in a stricter penalty than that applied by the School Designee. The student must be notified in writing of the appeal decision within five (5) days of the decision. A copy of the decision must be sent to the faculty member who brought the initial allegations, the Office of the Assistant Vice President for Student and Campus Life, and other offices as appropriate. The Dean’s decision is final, and not subject to further appeal, except in cases where the decision is either to suspend or expel.

**Appeal to the Provost**

A student who has been ordered suspended or expelled from the University because of a violation of this policy may appeal to the Provost or his/her designee (hereinafter “Provost”). The appeal must be made in writing within five (5) days of receipt of the Dean’s decision.

If the Provost decides to consider the appeal, such a review will be limited to: (a) whether the adjudication procedures outlined in this policy were properly followed; and (b) whether the sanction imposed is appropriate given the nature of the violation, and is consistent with sanctions imposed across the University in the past for similar violations. Note that an appeal to the Provost may result in a stricter penalty than that applied by the Dean; i.e. an appeal of a Dean’s decision of suspension could result in the Provost’s decision of expulsion. The Provost will, within ten (10) days of receipt of the request, make a determination. The Provost’s decision is final.

**INTELLECTUAL PROPERTY POLICY**

Under The New School’s Intellectual Property Policy, the university shall have a nonexclusive, royalty-free, and 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 2014-2015 academic year, the university reports the “persistence rate” for the year 20132 (i.e., the percentage of all freshmen studying full time in fall 2013 who were still studying full time in the same degree programs in fall 2014). This information can be found under the common data set information on the Institutional Research and Effectiveness website at [http://www.newschool.edu/provost/institutional-research-effectiveness/](http://www.newschool.edu/provost/institutional-research-effectiveness/).

For important information regarding your rights as a student, visit [www.newschool.edu/your-right-to-know](http://www.newschool.edu/your-right-to-know).

**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](http://ope.ed.gov/security). A copy of the statistics may also be obtained by contacting the Director of Security for The New School at 212.229.5101.

**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 designated a Title IX Coordinator to ensure the University’s compliance with and response to inquiries concerning Title IX and to provide resources for victims and community members who have experienced sex or gender-based discrimination.

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI—equal opportunity regardless of race, color, or national origin; Section 504—equal opportunity for the disabled; and Title IX—equal opportunity without regard to gender) may be referred to the following university officials:

Jennifer Francone
AVP for Student Equity and Access
Title IX Coordinator
72 Fifth Avenue, 4th floor
New York, NY 10011
212.229.5900 x3656
titleixcoordinator@newschool.edu

Carol S. Cantrell
SVP for Human Resources and Labor Relations
79 Fifth Avenue, 18th floor
New York, NY 10003
212.229.5671 x4900
cantrrelc@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 wish to file a complaint regarding an alleged violation of Title IX should visit the website of the Office of Civil Rights at the U.S. Department of Education’s Office of Civil Rights at the U.S. Department of Education’s or call 1.800.421.3481.

**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 educational institution attended, addresses, phone numbers, photographs, email addresses; and date and place of birth.

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

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

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

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

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

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

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

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

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

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your 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 your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your 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 your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you 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

IMMUNIZATION REQUIREMENT

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.

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.
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, 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.

Starfish, The Student Success Network enables students to:

- Sign up online for appointments with course instructors and advisors who have posted their office hours
- Schedule tutoring sessions at the Learning Center and with reference librarians
- View support networks for your courses and services
- Link to student services
- Get referrals and other messages from instructors and advisors
- Click on the "Request Help" button to indicate a specific concern or issue and a staff member will get back to you

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

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
- Career Services, Center for Student Success
- Intercultural Support and HEOP
- 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 five residence halls with space for almost 2,000 undergraduate and graduate students with amenities to suit individual needs and tastes. All residences are fully furnished and staffed by professional residence hall staff and student resident advisors. Most residences offer kitchen access, study rooms, art studios, music practice spaces, and exercise rooms. Through the enthusiasm and creativity of the residence life staff, students who choose to live in university residences are introduced to diverse educational and social activities at The New School and in New York City. All residences have 24-hour security coverage, and our staff is on call 24/7 and is trained in handling emergencies should the need arise. The Residence Hall Handbook details housing services and residence hall policies essential to creating safe, supportive, and respectful communities. The residence halls are open year round, and summer housing is available.

For students who wish to navigate the metro New York real estate market, listings of rental properties, shared apartments, short-term accommodations, and sublets are available 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 New School residence halls are encouraged but not required to enroll in a meal plan, and can change or opt out of their enrollment. Review your housing contract or visit www.newschool.edu/card/dining-dollars for more information.

Student Health and Support Services
Student Health and Support Services provides counseling and medical services, promotes student wellness and health, and administers the student health insurance plan. The Health Services fee is automatically charged at registration to all degree, diploma, online only, visiting, mobility (study abroad), Lang and Parsons consortium, graduate certificate program,
ESL + Design program, and graduate and undergraduate degree program non matriculating 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 is decided on an individual basis. During the initial visit, the student and the counselor will decide on a treatment plan together. Sometimes long-term or specialized treatment is indicated and the counselor will help the student find appropriate referrals in the community. Support groups, including art therapy, are also offered. Psychological testing is offered at a low cost. Medication consults with psychiatry staff are also available but only for students who are in counseling as well.

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, LGBTQIA+NC wellness, spiritual health, gender-specific health matters, communication skills, relationships, sex positivity and sexual assault prevention, drug and alcohol harm reduction, body positivity, and stress and time management. All programs and services are structured to encourage and help university community members to work toward optimal health and well-being in a non-judgmental and supportive environment. We recognize that health and social justice are inextricably linked and support student work that promotes health in our diverse communities.

For more information, visit www.newschool.edu/health

Student Health Insurance

The university offers students a comprehensive health insurance plan that includes coverage for emergencies, hospitalization, and regular outpatient visits. The student health insurance plan provides easy access to health care services locally, nationally, and globally. All eligible students are automatically enrolled at registration.

Waivers: Students may be eligible to decline the insurance plan by submitting an online waiver form at the beginning of every fall semester by the posted deadline (or spring semester for students entering in the spring). Access the online waiver form by going to www.universityhealthplans.com (select the “New School” link).

To learn more about the student health Insurance plan and your financial responsibility if you do not waive the insurance, visit www.newschool.edu/health

Center for Student Success

Career Services at The New School promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. Services include career advising and assessment; résumé, CV, and cover letter reviews; mock interviews; and internship and job search guidance. Special events including career workshops, panels, fairs, campus interviews, and networking opportunities also take place throughout the year. Visit www.newschool.edu/student-success/student-career-services for contact information and further details.

International Student and Scholar Services

International Student and Scholar Services (ISSS) provides expertise and support to international students throughout the U.S. visa application process and advises on the maintenance of legal immigration status, employment, reinstatement, changes of status, program changes, and other immigration-related matters. 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, please visit www.newschool.edu/international-student-services.

Student Disability Services

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

University Student Senate

The University Student Senate (USS) is the official student government of The New School, which is comprised of a representative board of voting members from each of the schools. The USS acts as an intermediary between the student population and the administration to create a cohesive community. For more information and to get involved, visit www.ussnewschool.com

Intercultural Support/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 (HEOP) and the Student Ombuds office. For more information, visit www.newschool.edu/intercultural-support.

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.

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).

For more information, visit www.newschool.edu/health.

Center for Student Success

Career Services at The New School promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. Services include career advising and assessment; résumé, CV, and cover letter reviews; mock interviews; and internship and job search guidance. Special events including career workshops, panels, fairs, campus interviews, and networking opportunities also take place throughout the year. Visit www.newschool.edu/student-success/student-career-services for contact information and further details.

International Student and Scholar Services

International Student and Scholar Services (ISSS) provides expertise and support to international students throughout the U.S. visa application process and advises on the maintenance of legal immigration status, employment, reinstatement, changes of status, program changes, and other immigration-related matters. 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, please visit www.newschool.edu/international-student-services.

Student Disability Services

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

University Student Senate

The University Student Senate (USS) is the official student government of The New School, which is comprised of a representative board of voting members from each of the schools. The USS acts as an intermediary between the student population and the administration to create a cohesive community. For more information and to get involved, visit www.ussnewschool.com

Intercultural Support/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 (HEOP) and the Student Ombuds office. For more information, visit www.newschool.edu/intercultural-support.
Student Development and Activities

The Office of Student Development and Activities (OSDA) is dedicated to helping students enhance their leadership skills and explore co-curricular opportunities available at The New School and beyond.

OSDA fosters a sense of community by organizing a diverse array of on- and off-campus student programs, including the annual Welcome Block Party, service projects, performances and theater productions, sporting events, and semi-annual study-break activities. For more information about OSDA, and to sign up for the weekly newsletter, visit www.newschool.edu/student-development-activities.

OSDA also sponsors more than 50 university-recognized student organizations that are open to all New School students and focus on pre-professional and academic interests, intercultural and international themes, political action and advocacy, student programming, social networking, music, art, performance, and religious and spiritual topics. For information about starting a recognized student organization, or for a listing of current organizations, email studentorgs@newschool.edu.

Athletics and Recreation

Athletics and Recreation offers many opportunities for students to become physically active and socially engaged while creating community across the university. Programs and events are offered to students at all levels of experience, ability, knowledge, and interest. We also provide leadership and professional development to our student staff.

We sponsor a variety of activities, programs, and events, including:

- Athletics: basketball, cross country, soccer, and tennis
- Group Fitness: boot camp, capoeira, dance, kickboxing, pilates, yoga, and Zumba
- Intramurals: basketball, dodgeball, soccer, and volleyball
- Outdoor and Indoor Adventures: archery, backpacking, biking, camping, hiking, horseback riding, ice skating, kayaking, laser tag, professional sporting events, rafting, rock climbing, skiing, snowboarding, trapeze, and zip-lining
- Special Events: charity 5K races, overnight ski/snowboard trips, and self-defense workshops

For more information about current programs and events, or to sign up for the weekly newsletter, visit www.narwhalanation.com.

Social Justice Committee

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

UNIVERSITY RESOURCES AND FACILITIES

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

Libraries and Archives

The New School Libraries and Archives offer a full array of resources and instructional services for students and faculty. Individual research appointments for both students and faculty are available upon request. For information about the New School libraries and the Research Library Consortium of South Manhattan visit library.newschool.edu.

New School Libraries
University Center Library
List Center Library
Performing Arts Library
Archives and Special Collections

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

Canvas

Canvas is the virtual “classroom” used for online and many on-campus courses. Log in by visiting my.newschool.edu and selecting Canvas from the menu icon located at the top right of the page.

University Learning Center

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

Individual 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 information, visit www.newschool.edu/learning-center.

**Computing Facilities**

Students have access to the latest technology in the labs and work spaces operated by edu Services. For locations of facilities and hours of operation, visit www.newschool.edu/information-technology. Features and services include:

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

Questions about edu Services, labs, the equipment center, the print output center, and edu Services-supported presentation classrooms should be directed to the edu Services staff by emailing itcentral@newschool.edu or calling 212.229.5300 x4537.

**Wireless**

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

**IT Central**

IT Central is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues. Visit www.newschool.edu/information-technology/help for hours of operation and to create a support or service request ticket.

Location: 72 Fifth Avenue, lower level
Telephone: 212.229.5300 x4357 (xHELP)
Email: itcentral@newschool.edu
# Student Admissions, Outcomes, and Other Data

## Time to Completion for all students entering the program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year in which Degrees were Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degree conferred on transcript</td>
<td>10</td>
</tr>
<tr>
<td>Mean number of years to complete the program</td>
<td>6.25</td>
</tr>
<tr>
<td>Median number of years to complete the program</td>
<td>6</td>
</tr>
</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>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in less than 5 years</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>
<td>7</td>
<td>30</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Students in 5 years</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>
<td>10</td>
<td>43</td>
<td>7</td>
<td>37</td>
</tr>
<tr>
<td>Students in 6 years</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>
<td>0</td>
<td>0</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Students in 7 years</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>
<td>1</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Students in more than 7 years</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>
<td>5</td>
<td>22</td>
<td>2</td>
<td>11</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:

N/A
<table>
<thead>
<tr>
<th>Description</th>
<th>2016-2017 1st-year Cohort Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in-state)</td>
<td>$36,360 for first year ($2,020 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>$36,360 for first year ($2,020 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>$36,360 for first year ($2,020 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 fees and $8 Student Senate fee--both charged per term)</td>
</tr>
</tbody>
</table>
| Additional estimated fees or costs to students (e.g. books, travel, etc.) | Estimated at $8,039 including $2,050 for books and supplies, $460 for transportation, $1,550 for personal expenses, $3,703 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: $1,280 per term; Auditing: $90 per credit (same auditing fee applies to nonmatriculated students). Graduate students can choose to waive both student Health Insurance and Health Services. If these are waived, costs are estimated at $4,336 not including maintaining status and/or auditing. |
### Internship Placement - Table 1

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who obtained APA/CPA-accredited internships</td>
<td>13 93%</td>
<td>9 75%</td>
<td>10 67%</td>
<td>20 91%</td>
<td>14 100%</td>
<td>13 100%</td>
<td>11 85%</td>
</tr>
<tr>
<td>Students who obtained APPIC member internships that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</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 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 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 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>Students who obtained other internships that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>Students who obtained any internship</td>
<td>13 93%</td>
<td>12 100%</td>
<td>14 93%</td>
<td>22 100%</td>
<td>14 100%</td>
<td>13 100%</td>
<td>13 100%</td>
</tr>
<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
<td>14 -</td>
<td>12 -</td>
<td>15 -</td>
<td>22 -</td>
<td>14 -</td>
<td>13 -</td>
<td>13 -</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
</tr>
<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
<td>14 -</td>
<td>12 -</td>
<td>15 -</td>
<td>22 -</td>
<td>14 -</td>
<td>13 -</td>
<td>13 -</td>
</tr>
<tr>
<td>Students who obtained paid internships</td>
<td>13 93</td>
<td>9 75</td>
<td>10 67</td>
<td>22 100</td>
<td>14 100</td>
<td>13 100</td>
<td>13 100</td>
</tr>
<tr>
<td>Students who obtained half-time internships* (if applicable)</td>
<td>1 7 1 8</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 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>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<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>15</td>
<td>-</td>
<td>16</td>
<td>-</td>
<td>15</td>
<td>-</td>
<td>11</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>15</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td>16</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Students no longer enrolled for any reason other than conferral of doctoral degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Variable: Year of First Enrollment

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
Licensure

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2006-2016</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>147</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>147</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>100%</td>
</tr>
</tbody>
</table>