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The New School for Social Research
Office of the Dean
6 East 16th Street, room 1027
New York, NY 10003
www.newschool.edu/nssr

Photos: Jacob Pritchard, Martin Seck, Matthew Septimus
Welcome to the New School for Social Research, where you don’t come just to study but to absorb a world and an ethos of challenging academic orthodoxy and asking big questions about society. The New School for Social Research is a graduate school with a distinctive intellectual tradition that thrives on public debate and cultivates academic rigor. Its small programs encourage 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 participation in popular and academic institutions around the world.

**Tradition:** This year we mark the 80th anniversary of the University in Exile, which was the foundation of The New School for Social Research. The University in Exile was founded in 1933 as a home for a small group of distinguished German scholars fleeing Nazism. They were brought to New York under the leadership of Alvin Johnson, a pioneering social scientist and educator with strong ties to international social sciences. The faculty of the University in Exile included such luminaries as Emil Lederer, Max Wertheimer, Frieda Wunderlich, and Hans Speier. They fled from a country on the verge of war and dedicated themselves to addressing the major problems of their times. Their goal was to continue and expand their intellectual engagement, to mentor future generations of scholars, and to pursue academic research and publication. After the war, other notable refugee scholars, such as Leo Strauss and Hannah Arendt came to The New School, building our reputation as a stronghold of European scholarship in the U.S.

The roots of our graduate school can be traced further back, to 1919, with the founding of The New School, a forward-looking institution started by progressive and pragmatist educators who pursued a new and model for higher education. Their mission was to offer courses to working people from all walks of life, based on the conviction that public debate was essential to an open society and that learning should not be limited by the boundaries of an academic institution. Among the founders and first teachers at The New School were John Dewey, Thorstein Veblen, and Charles A. Beard. We are proud to be the main research division in a university built on questioning the conventions of knowledge and pedagogy and fostering the links among work, training and education.

**Big research questions:** Today’s New School for Social Research is a remarkable product of the original New School and the University in Exile. We embrace both political scientist Charles Beard’s 1919 insistence on “an impartial and open-minded consideration of present difficulties” and Hannah Arendt’s 1971 plea that scholars avoid standard ideas “which have the socially recognized function of protecting us against reality.” The New School for Social Research is global in its scope. We attract students and faculty from around the world, and we continue to value the New School traditions: open, unorthodox and provocative, and committed to the values of democracy and social justice.

The faculty of The New School for Social Research publishes a prodigious amount of scholarship every year—books, articles, research reports, and policy briefs. They participate in research projects and conferences around the world, give public lectures, write for newspapers and magazines, work with public policy groups, write popular blogs, and appear in radio and TV interviews. From James Miller’s writings on the relation between philosophers’ lives and their ideas to Miriam Ticktin’s scrutiny of humanitarianism in migration policy, Kumaraswamy Vellupillai’s mathematical critique of economists’ notions of rationality and equilibrium, and Bill Hirst’s investigations of the problems of memory, to mention just a few, our faculty is united by a sense of the importance of boldly questioning conventional thinking and expanding the boundaries of social thought.

The New School for Social Research is organized into eight academic departments: anthropology, economics, history, philosophy, politics, psychology, sociology, and liberal studies. Students have the opportunity to take courses in other departments than their own. Lectures and seminars often attract students and faculty from different fields and with different perspectives. You can find a Sociology student in an Economics course on political economy, an Economics student in a seminar on Hegelian philosophy, and an Anthropology student in a Politics course on the politics of ethnography. The Liberal Studies program is interdisciplinary by design and connects social research to the humanities.

**New programs and facilities:** In 2013, the university is opening the Center for Capitalism Studies, inspired by the late, great New School for Social Research economist Robert Heilbroner, who wrote that “Capitalism’s uniqueness in history lies in its continuously self-generated change, but it is this very dynamism that is the system’s chief enemy.” The center will provide a space for faculty and students to investigate capitalism in its historical context and from the perspectives of economics, policy, ethics, culture, media, and the visual arts. Their work will expand our understanding of how capitalism informs political, technological, and creative actions. The Center for Capitalism Studies will offer team-taught interdisciplinary graduate courses and a series of lectures by distinguished scholars. Other new interdisciplinary programs are being formed that will address gender and sexuality, conflict resolution, creative publishing, and ethnographic methods. In 2013 we will also launch a New School for Social Research online blog, Public Seminar, produced by and for faculty, students, alumni, and friends and colleagues from around the world. Public Seminar will be committed to creating a distinguished online intellectual community, suspicious of clichés, informed by diverse experiences, theoretically heterodox, politically plural and worldly. The blog will serve as an extension of the New School’s legendary General Seminar, the lively, interdisciplinary seminar series that has run since the 1930’s, with a goal of resisting the limitations of traditional disciplinary discourse. Public Seminar online will constitute a General Seminar for the 21st century, building our intellectual community far beyond lower Manhattan.

January 2014 will see the opening of the new University Center, a bold new building at the corner of Fifth Avenue and 14th Street. The New School is an urban university that thrives on the culture, diversity, and fast pace of life in New York City. The University Center gives our community more space and resources, including faculty and student lounges, lecture and performance halls, and an expanded library and research facility, all of which will greatly contribute to quality of life at The New School for Social Research and the entire university.

This is my first year as Dean of the New School for Social Research after serving as Professor in the Department of Economics for many years. I am honored to have been selected to lead this great graduate school of social sciences. I am passionate about the intellectual energy and scholarly productivity generated by our faculty and students. The New School for Social Research provides a nurturing as well as a challenging environment. As Charles Beard wrote about The New School in his founding statement in 1919: “Those who have highly resolved that the human mind, which has been so fertile in its inventive genius in the material world, shall be freely applied to the problems of the social world will find welcome, good cheer, and if it is not too bold, some genuine help. The door is open and the way is broad.”

William Millberg
**ACADEMIC CALENDAR 2013–2014**

**FALL 2013**

**Registration**
April 1–26 (Registration for continuing students)
Aug. 19–23 (Registration for transfer students and late Registration for continuing students)
New students register over the summer for the fall term as instructed in their letters of acceptance.

**Classes Begin**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Last Day to Add a Class</td>
<td>Mon., Aug. 26</td>
</tr>
<tr>
<td>Last Day to Drop a Class</td>
<td>Tues., Sept. 10</td>
</tr>
<tr>
<td>Last Day to Withdraw From a Class With a Grade of W</td>
<td>Fri., Oct. 11</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>Fri., Oct. 11</td>
</tr>
<tr>
<td>Parsons Graduate Students</td>
<td>Mon., Dec. 16</td>
</tr>
<tr>
<td>All Other Graduate Students</td>
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</tbody>
</table>

**Holidays**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Labor Day weekend</td>
<td>Sat., Aug. 31–Mon., Sept. 2</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Wed., Sept. 4 eve*–Thurs., Sept. 5</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Fri., Sept. 13 eve*–Sat., Sept 14</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Wed., Nov. 27–Sun., Dec. 1</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Tues., Dec. 17–Fri., Jan. 24</td>
</tr>
</tbody>
</table>

**Makeups and Rescheduled Days**

On Tuesday, Nov. 26, classes follow the Thursday schedule.
On Monday, Dec. 16, evening classes follow the Wednesday schedule and day classes will not meet.

**Spring 2014 Registration**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juries</td>
<td>Arranged by program</td>
</tr>
<tr>
<td>Classes and Exams End</td>
<td>Mon., Dec. 16</td>
</tr>
<tr>
<td>Online Session A</td>
<td>Aug. 26–Dec. 16</td>
</tr>
<tr>
<td>Online Session B</td>
<td>Aug. 26–Oct. 25</td>
</tr>
<tr>
<td>Online Session C</td>
<td>Oct. 7–Dec. 1</td>
</tr>
</tbody>
</table>

**SPRING 2014**

**Registration**

Nov. 4–29 Registration for continuing students
Jan. 21–24 Registration for transfer students and late Registration for continuing students
New students register in December and January for the spring term as instructed in their letters of acceptance

**Classes Begin**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day to Add a Class</td>
<td>Fri., Feb. 7</td>
</tr>
<tr>
<td>Last Day to Drop a Class</td>
<td>Fri., Feb. 14</td>
</tr>
</tbody>
</table>

**Last Day to Withdraw From a Class With a Grade of W**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td>Fri., March 14</td>
</tr>
<tr>
<td>Parsons Graduate Students</td>
<td>Fri., March 14</td>
</tr>
<tr>
<td>All Other Graduate Students</td>
<td>Mon., May 19</td>
</tr>
</tbody>
</table>

**Holidays**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Day:</td>
<td>Mon., Jan. 20</td>
</tr>
<tr>
<td>Presidents Day</td>
<td>Mon., Feb. 17</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mon., March 24–Sun., March 30</td>
</tr>
</tbody>
</table>

**Fall 2014 Registration**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juries</td>
<td>Arranged by program</td>
</tr>
<tr>
<td>Classes and Exams End</td>
<td>Mon., May 19</td>
</tr>
<tr>
<td>University Commencement</td>
<td>Fri., May 23</td>
</tr>
<tr>
<td>Online Session A</td>
<td>Jan. 27–May 19</td>
</tr>
<tr>
<td>Online Session B</td>
<td>Jan. 27–April 4</td>
</tr>
<tr>
<td>Online Session C</td>
<td>Mar. 10–May 19</td>
</tr>
</tbody>
</table>

**Makeups and Rescheduled Days**

On Tuesday, Nov. 26, classes follow the Thursday schedule.
On Monday, Dec. 16, evening classes follow the Wednesday schedule and day classes will not meet.
The New School for Social Research is one of seven divisions of The New School, a private university founded in New York City in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, The New School enrolls more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts and social sciences, art and design, management, and performing arts. The New School offers programs and courses online as well as on campus. All the divisions and programs of the university boast a notable faculty, excellent resources, small class sizes, and innovative curricula.

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

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

The appropriate professional educational agency or board accredits professional curricula at The New School. Accrediting agencies of individual programs are listed below.

- Parsons The New School for Design has been accredited by the National Association of Schools of Art and Design (NASAD) since 1966. The BBA in Design and Management meets NASAD standards for the Bachelor of Arts—four years: Design and Management. It is registered as a Bachelor of Business Administration through the New York State Education Department (NYSED) and is listed as a Bachelor of Business Administration in Design and Management by The New School.
- The master's program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.
- The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981.
- The master's program in Urban Policy Analysis and Management has been accredited by the National Association of Schools of Public Affairs and Administration since 1988.

ADMINISTRATION AND FACULTY

Will Milberg, Dean
Robert Kostrzewa, Vice Dean
James Dodd, Special Advisor to the Dean
Ellen Freeberg, Associate Dean of Faculty Affairs and Curriculum
Karen Kalkines, Director of Operations
Beatrice Kraemer, Director of Career Services
Robert MacDonald, Director of Admissions
Victoria Loew, Associate Director of Faculty Affairs and Special Events
Tsuya Yee, Assistant Dean of Academic Affairs
Jeree Matherson, Joint Academic Coordinator
Tanya Nguyen, Senior Office Assistant
Eric Godoy, Coordinator of Student Advising
Shayne Trotman, Executive Assistant and Project Manager
Aleanna Sonnylal, Executive Secretary

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Robert H. Mundheim
Michael Obuchowski, PhD
Robert N. Pollin, PhD
Dale Ponikvar
Malcolm B. Smith
Bernard L. Schwartz
Aso O. Tavitian

The Faculty

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PhD 1986, New York University

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PhD 2008, University of Chicago

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PhD 1975, University of Chicago

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PhD 2005, University of Rome “Tor Vergata”

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PhD 2008, Cornell University

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PhD 1975, University of Edinburgh

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PhD 1958, Yale University

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PhD 2009, Yale University
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PhD 2004, European University Institute, Florence

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PhD 1996, University of Massachusetts at Amherst

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PhD 1996, Boston University

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PhD 2006, Cornell University

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PhD 1966, Yale University

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PhD 1991, Harvard University

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PhD 1998, University of California at Berkeley

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PhD 1980, City University of New York

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PhD 1997, University of California at Berkeley

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PhD 1984, Columbia University

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PhD 1989, Harvard University

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PhD 1995, University of California at Berkeley

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MAT 1971, Harvard Graduate School of Education

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DM 1963, Oxford University

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PhD 2007, University of California, Berkeley and San Francisco

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PhD 1986, University of Chicago

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PhD 1966, Yeshiva University

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PhD 1979, University of Warsaw

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PhD 1987, Rutgers University

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PhD 2002, Yale University

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DFES 1999, Yale University

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PhD 2005, Arizona State University

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PhD 2006, Cambridge University

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

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PhD 1990, Stanford University

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PhD 1976, Free University of Berlin

Anwari Shaikh, Professor of Economics  
PhD 1973, Columbia University

Ann-Louise Shapiro, Professor of History  
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PhD 2003 University of California at Berkeley

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

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PhD 1991, University College, London

Miriam Steele, Professor of Psychology and Director of Clinical Training  
PhD 1990, University College, London

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PhD 2007, Virginia Polytechnic Institute and State University

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PhD 2002, Stanford University

McWelling Todman, Associate Professor of Psychology and Director of the Mental Health and Substance Abuse Program  
PhD 1986, The New School for Social Research

John VanderLippe, Associate Professor of History  
PhD 1993, University of Texas

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

K. Vela Velupillai, Professor of Economics and Director of Undergraduate Studies  
PhD 1980, Cambridge University

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

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

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

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

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

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

Emeriti

Janet Lippman Abu-Lughod, Professor Emerita of Sociology  
PhD 1966, University of Massachusetts

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

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

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

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

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

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

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

Vera Zolberg, Professor Emerita of Sociology  
PhD 1974, University of Chicago
ABOUT THE NEW SCHOOL FOR SOCIAL RESEARCH

The New School for Social Research is a graduate division of The New School. It currently enrolls almost 900 students, coming from all regions of the United States and from more than 70 other countries. The list of recent PhD degree recipients and their dissertation titles (see page 9) displays the range and depth of subjects studied here.

The New School was founded in 1919 by a distinguished group of American scholars. Some of them had been teaching at Columbia University in New York City during the First World War and took a public stand against the war, for which they were censured by the university president. They responded by resigning from Columbia, and soon after, in association with other like-minded scholars, they opened in downtown New York a center dedicated to “educating the educated” in an atmosphere of freedom of expression and open inquiry. They called their institution The New School for Social Research. The founders included Charles Beard, Thorstein Veblen, James Harvey Robinson, Wesley Clair Mitchell, and John Dewey.

From the beginning, The New School maintained close ties to Europe; it was modeled after the Volkshochschulen for adults in Germany. In the 1920s, Alvin Johnson, the New School’s director and later president, became a co-editor of the Encyclopedia of the Social Sciences, which brought him into regular collaboration with colleagues in Germany and elsewhere in Europe. They made him aware of the dangers presented by Hitler and his movement before others in the United States had grasped the seriousness of the situation. When the Nazi Party came to power in 1933 and acted to expel all Jews and political opponents from the German universities, Alvin Johnson responded. The same year, with financial support from philanthropists like Hiram Halle and the Rockefeller Foundation, he created within The New School a University in Exile as a haven for scholars whose careers and very lives were threatened in Germany. The University in Exile sponsored the immigration of more than 180 scholars and their families, some of whom remained at the New School for many years and all of whom made an intellectual impact in the United States.

At The New School, Johnson created faculty positions for nine distinguished scholars: five economists (Karl Brandt, Gerhard Colm, Arthur Feiler, Eduard Heimann, and Emil Lederer); two psychologists (Max Wertheimer and Erich von Hornbostel, who was also a leading musicologist); one expert in social policy (Frieda Wunderlich); and one sociologist (Hans Speier). In 1934, the University in Exile was organized as the Graduate Faculty of Political and Social Science, and the New School for Social Research was authorized by the Board of Regents of the State of New York to confer master’s and doctoral degrees.

Other leading figures of Europe’s intelligentsia joined the Graduate Faculty in the years before and after World War II. The New School quickly established a reputation as a place that fostered the highest standards of scholarly inquiry while addressing major political, cultural, and economic issues. Several members of the faculty, such as economist Gerhard Colm, political scientist Arnold Brecht, and sociologist Hans Speier, became policy advisors for the Roosevelt administration. All of them played a role in transforming the social sciences and philosophy in the United States by bringing theoretical and methodological approaches to their fields that had been poorly represented in this country. For example, psychologist Max Wertheimer challenged behaviorism, the dominant paradigm at the time in American psychology, and introduced Gestalt, or cognitive, psychology, a major subfield in the discipline today. Similarly, the work of philosopher Hans Jonas was virtually unknown here when he joined the Graduate Faculty after the war, but it frames much of contemporary scholarship relating to bioethics and the natural environment. The writings of Hannah Arendt on totalitarianism, democracy, and revolution attracted a great deal of attention 1950s and 1960s and are now considered classics of political theory. Other German refugee scholars whose work remains influential today include philosophers Alfred Schutz, Leo Strauss, and Aron Gurwisch and economist Adolph Lowe, who introduced his critical analysis of classical economics and developed an institutional approach to the discipline at The New School.

The New School also brought French scholarship into the American intellectual community by giving a home during the war to the École Libre des Hautes Études, which was chartered by the Free French government-in-exile. The école attracted refugee scholars including philosopher Jacques Maritain, anthropologist Claude Lévi-Strauss, linguist Roman Jakobson, and political thinker Henri Bonnet, the originator of the idea of the European Union. After the war, this institution returned to France and became eventually the École des Hautes Études en Sciences Sociales, which to this day maintains close ties to The New School for Social Research.

Today, many decades removed from the world in which the New School for Social Research was founded, the university remains true to the ideals that inspired Alvin Johnson and his colleagues to take the intellectual, political, and financial risk of offering a home to refugee scholars and little known and unpopular ideas.

In 2005, acknowledging the name that has been most widely used in its nearly 90 years of existence, the university officially changed its name to The New School. At that time, the division that had been known as the Graduate Faculty of Political and Social Science claimed the university’s original name, The New School for Social Research. The mission of this division is still rooted in the ideals of progressive American educators of the 1920s, the foundation of the University in Exile, and our legacy of critical thinking and research from the 1950s to the present. Our approach to research is grounded in the core social sciences broadened by philosophical and historical inquiry. In an intellectual setting where disciplinary boundaries are easily crossed, our students learn and put into practice the ideas, practices, and personal commitments that are necessary if the people the world, with our multiple and conflicting interests, are to live together justly and peacefully.
ACADEMIC PROGRAMS AND POLICIES

The New School for Social Research is a graduate research institution offering programs of study leading to four degrees: master of arts, master of science, master of philosophy, and doctor of philosophy. The division currently offers master’s and doctoral programs in the fields of anthropology, economics, philosophy, politics, psychology, and sociology, and interdisciplinary master’s programs in historical studies and liberal studies.

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

Subject to strict limitations, a student may be admitted to take courses in the division without being admitted to candidacy for a degree, and admission to study is not equivalent to admission to degree candidacy. Degree candidates must satisfy the requirements established by both the NSSR and by the department of the student’s major field of study. See the departmental sections of this catalog and departmental handbooks for information about individual program requirements. It is every student’s responsibility to know and complete all the requirements to earn a degree. General requirements for earning a degree are described below. Specific departmental requirements may differ. Any student who fails to meet satisfactory progress, whose cumulative GPA falls below 3.0, or who engages in academic dishonesty may be dismissed (see Academic Progress and Standards of Conduct in this catalog for definitions). A student who has satisfied all the requirements for a degree should petition the registrar to graduate by the next date specified in the academic calendar.

Transfer of Credits

The New School awards credit points for graduate courses taken at other institutions based on an evaluation by the New School department. Course titles and grades are not transferred.

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

Master Programs: At least 27 of the credits required for a master’s degree must be earned in residence. Not more than three (3) credits earned at another university can be accepted for transfer. A student can apply to have external credit transferred generally after satisfactory completion of a minimum of six credits in the student’s major field of study.

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

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

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. They are complemented by a peer advising system of departmental student advisors. Student advisors are advanced students who assist newer students in the same degree program in planning their programs of study. They offer advice about courses and program requirements, pass on useful information about the department and the university, act as liaisons between students and faculty, participate in orientation activities, and approve all registrations. All students are expected to consult with their faculty and student advisor at least once each semester.

Biannual Academic Review

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

Master of Arts (MA), Master of Science (MS)

General Requirements

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

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

Course Requirements

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

Bachelor’s/Master’s Options for Undergraduate Students

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

Normally, a student must complete all requirements for a master's degree within five years of admission. More information about time limits and petitioning for an extension is published in this catalog under Academic Progress. Apart from the MS program in economics, graduate students who have completed 30 credits are no longer be permitted to register for courses unless they have been formally accepted to a PhD program.

Master’s Oral or Written Examinations

Master’s examinations test a degree candidate’s knowledge in his or her major field. Written examinations must be taken on the dates scheduled annually by each department. Oral examinations are scheduled individually but not between May 17 and October 1, unless by special permission. A student who takes a written or oral qualifying examination after May 17 cannot expect conferral of the degree at the May commencement. Refer to the academic calendar.

Master’s degree candidates must apply to their departmental student advisor, normally two months in advance, to take a 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 and dissertation defense. A registered student in good standing who has fulfilled the degree requirements should petition the registrar for the MPhil degree, which is subject to the approval of the department chair. Note: No student will be readmitted or reenrolled in a graduate program for the purpose of receiving the MPhil degree.

Doctor of Philosophy (PhD) General Requirements

To be awarded a PhD degree, a student must demonstrate mastery of research and ability to conduct independent research in a field by:

- completing all the course requirements of the major (and minor, if any) field of study
- demonstrating working knowledge of a foreign language
- passing a comprehensive written examination in the major field of study (and the minor, if required)
- submitting an acceptable dissertation proposal (and passing an oral examination) for admission to doctoral candidacy
- writing and successfully defending a dissertation (an original contribution to knowledge in the major field)

Doctoral Examinations

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

Dissertation Proposal Defense (Oral Examination)

The dissertation proposal defense (sometimes referred to as the “oral examination”) is a formal justification of a planned dissertation project. In any program where the proposal defense is required, students must pass it to be admitted to PhD candidacy. The dissertation proposal is defended to a committee of no fewer than four faculty members, one of whom always represents a different field than the student’s major (unless the dean of NSSR approves other arrangements). Some departments schedule workshops to assist students in preparing dissertation proposals. Written application to take the oral examination should be made to the department at least two months prior to the expected date of the proposal defense. A candidate who fails the oral examination may ask for reexamination within two years of the date of the first examination. Students must check with their major departments for any additional requirements.

Course Requirements

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

Time Limits

Students have ten (10) years to complete all the requirements for a PhD degree, including the master’s degree. Any students who requires more than ten years must apply for an extension (see Academic Progress in this catalog). In any case, a student who registers to maintain status beyond the ten-year limit will not receive equivalency credits and, therefore, cannot claim full-time status for financial aid or other purposes. Exceptions to this rule are rare and made on a case-by-case basis.

The 10-year limit applies to the PhD in Clinical Psychology, but, based on departmental internal deadlines and in order for the program to meet APA guidelines, students in that program may be subject to warnings and probation prior to approaching the ten-year limit.

Foreign Language Requirement

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

Dissertation

The Doctor of Philosophy degree is ultimately awarded based on submission and acceptance of a written dissertation that is judged to be an original contribution to knowledge in the student’s major field by a committee of the faculty. The candidate must be prepared to defend the method, content, and conclusions of the dissertation before the faculty. All dissertations must follow the guidelines published in the “PhD Handbook,” available in every department, at the Student Academic Affairs office, and online at http://www.newschool.edu/nssr/subpage.aspx?id=9258

Dissertation Committee and Defense Committee

A PhD candidate recommends three members of the faculty to constitute a dissertation committee, one of whom serves as the student’s dissertation supervisor. The department reviews and approves or otherwise responds to the candidate’s recommendations.
Four members of the faculty (the three members of the dissertation committee plus one faculty member from another department, unless other arrangements are approved by the dean) are responsible for the conduct of the dissertation defense. The committee member from outside the department is referred to hereafter as the “dean’s representative.” The role of the dean’s representative on the defense committee is to ensure that the faculty of the department uphold normal standards and follow appropriate procedures. The dean’s representative is not normally expected to make detailed comments on the dissertation.

The Office of Student Academic Affairs usually assigns the dean’s representative to a dissertation committee, although the dissertation committee chair may do so if she or he prefers. The dean’s representative is chosen at the time of the oral examination of the dissertation proposal, and the same individual should serve subsequently at the defense of the written dissertation. Dissertation committee chairs and students preparing to defend can contact the Office of Student Academic Affairs to facilitate identification of an appropriate dean’s representative.

External Examiners

In certain circumstances, it may be appropriate for a faculty member from another division of The New School or even another institution to serve as a member of a dissertation committee in order to provide expertise not available among the faculty of The New School for Social Research. Such committee members, hereafter called external examiners, must be approved by the student’s department chair. An external examiner may replace one of the three division faculty members on the dissertation committee but is not permitted to serve as the dean’s representative nor to chair the committee. Note: former members of the New School for Social Research faculty appointed to dissertation committees are considered regular committee members, not external examiners.

Scheduling the Defense of a Dissertation

Dissertation defenses must be scheduled no later than April 18 for expected May graduates 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 email for the university reader to review at least three weeks before the defense date.

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

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

Students defending their dissertations on or before November 17 or April 18 who have petitioned for January or May graduation respectively are permitted to participate in commencement ceremonies, but they do not officially graduate unless all requirements have been met by the January 15 or May 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 semester. Once the revised dissertation has been approved by the committee and submitted online, the degree will be awarded at the next graduation.

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. 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 or abstract of a dissertation) presented for the degree of Doctor of Philosophy at The New School for Social Research.

The PhD degree will not be conferred nor will the student receive a diploma until the Bell and Howell/UMI receipt and the Survey of Earned Doctorate (SED) forms have been submitted to the University Registrar. The SED form is also completed online after the final dissertation has been submitted and approved.
Doctoral Dissertations Approved by The New School for Social Research in 2012–2013

Iris Georgina Abreu
The Influence of Family Ethnic Socialization, Parental Relationships and Demographics on Ethnic Identity in Second-Generation Latin/a Emerging Adults: A Web-Based Study

Karin Anderson Ponzer +
Inventing the Border: Law and Immigration in the United States: 1882–1891

Tracy Nichole Argo
Disorder, Dirt and Deontology

Cameron Bassiri
Time and Unity in Transcendental Phenomenology

Kimberly Baxter
Spirit of 21st Century Praxis

Julia N. Belotserkovsky
Attachment Organization and Therapeutic Alliance: Patient’s and Therapist’s Report of Alliance Quality, Depth, Smoothness and Frequency of Ruptures in a Time-Limited Relational Treatment of Cluster C Personality Disorders

Elizabeth Berk
Detecting Alliance Ruptures and Rupture Repair with the Segmented Working Alliance Inventory Observer Form (S-WAI-O)

Thomas Bernhardt
Three Essays on Trade and Development in the Context of a Changing International Economic Geography

Elinor Rae Bock
Common Ground: A Look at Entrainment in Romantic Relationships

José Carballo Cueto
Income Measurement, Global Inequality and Inclusive Growth: A Contribution to Development Economics

Paul Conrad Clement
The Politics of Regional Integration in the Developing World: The Case of the Caribbean Community (CARICOM)

Jonathan Farr Cogliano
New Directions in Political Economy: Value Theory, Agent-Based Computational Modeling, and the Dynamics of Labor Mobility

Amanda R. Coleman +
Troubling Gender and Asylum: Everyday Uses of the Law in a Post 9/11 World

Emily Day
Dyadic Factors in HIV Medication Adherence

Anthony DeMaria
The Effects of Alliance Focused Training on Patient and Therapist Interpersonal Process

Alexandra Andrea De Mesones
“Los Que Tuvieron” The Expropriated Elites of Peru’s Agrarian Reform, 1968–2008

Juan Carlos Donado +
Inside Meditation: Interiority, Reflexivity and Genre in Descartes’ “Meditations”

Ohbioma Anthony Ebisike
Inquiry into U.S. Bank’s Exposure to Mortgage Securities

Melanie Eckhoff +
Impact of Harm Avoidance, Novelty Seeking and Reward Dependence on Internet Addiction and Substance Abuse in College Students

Natalia Filippova +
The Exchange Rate, “Dutch Disease” and De-Industrialization in Russia

Gonçalo Lopes Da Fonseca
Catallactics and Competition: A Study of Jevons and the Marginal Revolution

Alyce Lauren Foster
The Role of Developmental Trauma in Suicidal and Nonsuicidal Self-injurious Behavior among Ethnic Minority Adolescents

Lindsey Alexandra Freeman +
Longing for the Bomb: Atomic Nostalgia in a Post-nuclear Landscape

Camila Gelpi-Acosta
Junkie Habitus: Toward a Theory of Continued Heroin Use

Nolen David Gertz +
The Possibility of Just Combatants

Ewa Grigar
Art and Public Sphere: The Artist, the Artwork, the Audience, and the Practice of Alternative Venues of Art Display in Post-communist Poland

Bellas Grossman
Assessment of Body Image Related Cognitions in Women with Persistent Pain

Francisca Herreros
An Investigation of the Attachment Formation and Organization of Infants Living in Chilean Institutions

Michelle Holder
The Impact of the Great Recession and ARRA on the Occupational Segregation of Black Men in the U.S.

Tyler J. Horan
Adjoining Glass Castles: Privacy and Publicity in Corporate Social Media

J. Matthew Hoye +
Epistemology, Theatricality, and the Rhetoric of Statecraft in Hobbes’s Leviathan

Jin-Sheng Huang
Translating Literature and Globalizing Culture: Literary Fields and Publishing Industries in Mainland China, Taiwan and Hong Kong

Grace Hunt +
Affirmative Reactions: In Defense of Resentment

Laurence Arthur Jackson
Skepticism and Redemption: The Political Enactments of Stanley Cavell

Brian Jefferson
Guarding the Guardians: NYPD and the Politics of Police Accountability

Xiao Jiang
Essays on Trade, Employment, Macroeconomic Dynamics

Adam Joyce

Orlando Justo
Three Essays on Current International Trade Issues in Transitional Economies

Jacob Aaron Kaplan +
The Impact of Therapeutic Mindfulness on Treatment Process and Treatment Outcome

Jan Keil
Three Studies in Industrial Economics: Competition and Industry Structure

Man Kwon Kim
Politics of Constitution-Building for Reconciliation Between Enemies: A Political Justification for the Peaceful and Gradual Unification of Korea

Yuly S. Lebedev
The Concept of Love in the Writings of Vladimir Soloviev: A Philosophical Analysis

Elizabeth Grace Loran
Boredom, Pain, Psychiatric Symptoms and Substance Use in MMTP

Nicole Luce-Rizzo
On Information Making and Seeking Life

Zeynep Aysel Madra
Turkish and Indian Secularisms in Comparative Perspective

Ana L. Mallen
Participatory Democracy and Social Polarization in the Times of Hugo Chávez: How Participatory Democracy Resulted in Social Polarization in Venezuela
Alicia Mascho +
Boredom Is Such a Drag: Boredom, Ego Depletion and Cognitive Processing in Ex-smokers

Mary Carol Mazza
Articulating Expectations for Breast Reconstruction

Allison Frances Mitchell
The Development of an Observer-based Measure of Rupture and Repair: The Rupture Resolution Rating System (3RS)

Miranda D. Nell +
One World, Many Minds: Variation and Embodiment in Knowledge

Karen Ng +
The Life of the Concept: Freedom and Form in Hegel’s Logic

Khashayar Ostovany
Reactive Revolutionaries: The Radicalization of the Islamic Movement in Iran, from Fadaian-e-Islam to Ahmadinejad, 1945–2005

Susan Hilary Ozawa +
Essays on Policy Efficacy Revisiting Neoclassical Approaches

Nikolaos Papanikolaou +

Nishad Patnaik +
Time, Space and Finitude: Kant and Husserl on the Question of Transcendental Logic

Raymond Paul Petridis-Tzombanos
Kondylis and the Problem of Nihilism

Aliza Phillips-Stoll
“Even though it’s specialized care, it’s not personalized care”: Negotiating Fragmentation in the BRCA-Patient Experience

Alexei R. Procyshyn +
Walter Benjamin’s Concept of Philosophical Critique

Abedin Quader
Emergence of Bengali Nationalism, 1946–71, and the Decomposition of Pakistan

Maria Victoria Quiroz Becerra
Practicing Citizenship at the Margins: Collective Practices of Mexican Undocumented Migrants in New York City

Romy Alexandra Reading
Investigating Therapist Reflective Functioning, Psychotherapy Process, and Outcome

Christos M. Rialas
The Fluidity of the American Political Culture as Seen Through a Public Policy Measure, the State Children’s Health Insurance Program (SCHIP)

Kira Rogers
Parent’s Reaction to Diagnosis as it Relates to Parental Stress, Family Coping, and Child’s Educational Progress in Children Diagnosed with Autism

Marilina Rufino +
Relationship of Early Emotional Understanding and Social Competence with Later School Performance and Attentional Processes

Christian Schoder
Essays on Investment, Debt and Macroeconomic Dynamics

Alessandra Seggi +
Exploring the Portrayal of Suicide in High School Films

Jonas J. Nazimoff Shaende +
Essays in International Money: The Monetary Order of World Power

Roger W. Sherman
Shifting Identities

Adrienne Stafford
Representations of Economy in Critical Social Theory

Jillian M. Stile
Reflective Eye Movements and Head Movements as Indices of Hemispheric Activation and the Mediating Effects of Anxiety

Julie Ilana Telrav
Set in Stone: The Influence of Architecture on the Progressive American Jewish Community

Alexandra Todorova +
Automatic Number Processing Independent of Language and Notation in Bilingual Speakers

Hans Eric Tokke
Football Fandom: An Ethnographic Study of Community Building, Social Interactions, and Rituals at a Suburban New York City High School

Jennifer Anne Tucker +
Development and Evaluation of the Life Extension Questionnaire

Keith Whitmoyer +
The Philosophy of Ontological Lateness in Merleau-Ponty’s Phenomenology of Perception
Course Levels and Registration

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.

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.

Limited-Enrollment Courses

Enrollment in courses defined as “limited enrollment” may be restricted to students matriculated in that degree program. Non-degree students, students matriculated in other departments of The New School for Social Research, and graduate and undergraduate students from other divisions of the university who wish to register for one of these courses must obtain special permission from the student advisor of the department. A list of “limited-enrollment” courses is available in every student advisor’s office during each registration period and is also provided to academic advisors in other divisions.

Inter-University Consortium

The New School is a member of a graduate-level course consortium with the arts and sciences divisions of Columbia University (including Teachers College), CUNY Graduate Center, Fordham University, New York University, Princeton University, Rutgers University at New Brunswick, and Stony Brook University. Students in approved doctoral programs at these institutions are permitted to take courses relevant to their areas of study at any other participating institution. The student should be in a PhD track and the courses must be unavailable at the student’s home institution. For New School students, registration requires approval of the student’s academic advisor, the dean (or designated representative) of the student’s division, the course instructor, and the dean (or designated representative) of the host institution. At The New School for Social Research, the dean has designated the Office of Student Academic Affairs to approve consortium arrangements. MA students must obtain prior approval from the assistant dean of academic affairs; first-year MA students are not allowed to participate. Summer consortium courses are not available through this agreement. Students cross-registered in the inter-university consortium may use the libraries of a host institution while enrolled in any of its courses.

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 Student Academic Affairs.

Exchange and Overseas Study Programs

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

Contact information
Anthropology office: 212.229.5757
Admission liaison: anthliaison@newschool.edu
Melissa Alexander, Department Senior Secretary
Leilah Vevaina, Student Advisor anthadvisor@newschool.edu

Faculty
Chair: Janet Roitman, Associate Professor
Lawrence Hirschfeld, Professor
Nicolas Langlitz, Assistant Professor
Hugh Raffles, Professor
Vyjayanthi Rao, Assistant Professor
Ann Laura Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies
Miriam Ticktin, Associate Professor
Neni Panourgia, Visiting Professor

Affiliated Faculty
Jonathan Bach, Associate Professor of International Affairs, Director of Global Studies, The New School for Public Engagement
Stephen Collier, Assistant Professor of International Affairs
Rachel Heiman, Assistant Professor of Anthropology, The New School for Public Engagement
Jaskiran Dhillon, Assistant Professor of Education Studies, Eugene Lang College The New School for Liberal Arts
Benjamin Lee, Professor of Anthropology and Philosophy
Gustav Peebles, Chair of Social Sciences, The New School for Public Engagement
Antina von Schnitzler, Assistant Professor of International Affairs

Programs of Study
All students are admitted to the Master of Arts program. After passing the anthropology written examination, a student can petition for admission to the PhD program.

Master of Arts in Anthropology
The MA degree is awarded for the completion of 30 credits and passing a written examination. The program is built around two required core courses (6 credits):
- Problems in Anthropology (GANT 6065)
- Critical Foundations of Anthropology (GANT 6051)

In addition, students must complete four required electives (12 credits)—two courses selected from each of the thematic categories, Perspectives and Practices. Perspectives courses provide different points of view on the objects of anthropological research. (GANT 6100-6299) Practices courses, on the other hand, emphasize how to approach these objects—from ethnographic fieldwork and other research methods to forms of writing or the discussion of ethical questions as they arise in the course of anthropological inquiries. (GANT 6300-6499) Of the remaining four courses (12 credits), at least two must be offered or cross-listed by the Department of Anthropology. The other two may be courses offered by other graduate programs provided they are approved by an Anthropology faculty advisor. Policies regarding transfer of credits, etc. are described in this catalog under Academic Programs and Policies (page 7) and in the “Department of Anthropology Graduate Student Handbook.”

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

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

A student with a master’s degree in a cognate field wishing to enter the anthropology PhD program from another university or New School graduate program must apply for admission to the master’s program and complete the minimum requirements and pass the MA written examination before petitioning to enter the doctoral program. After admission into the doctoral program, a student can petition to transfer credits earned elsewhere to meet the PhD credit requirements (see Transfer of Credits on page 7).

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 and project conceptualization and a grant-writing workshop are required.

Every student takes at least one course in the history and one course in the ethnography of the geographical area in which the student has proposed to work. These “area courses” may be taken at The New School or through the Inter-University Doctoral Consortium.
All doctoral students are required to attend the Anthropology Colloquium series of invited speakers and the bi-monthly department workshop. The content of the workshop is determined by students in consultation with the faculty, but commonly consists of faculty presentations publishing and grant-writing and job talks, and student presentations of research proposals, dissertation chapters, and field reports. The workshop is often a catalyst for student-organized conferences.

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

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

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

ANTHROPOLOGY COURSES

The following courses are offered 2013–2014. All courses are carry three (3) credits unless otherwise stated in the description. For current course descriptions, visit the website.

Fall 2013

GANT 6065 Problems in Anthropology
Nicolas Langlitz

GANT 6110 Theories of Mind
Lawrence Hirschfeld

GANT 6140 Theories of Feminism
Miriam Ticktin

GANT 6220 Different Things
Hugh Raffles

GANT 6325 Experimental Ethnographies
Neni Panourgia

GANT 6365 Ethnography as Fieldwork in Philosophy
Ann Stoler

GANT 6375 Aesthetic Entanglements
Vyjayanthi Rao

GANT 7005 Doctoral ProSeminar I: Methods
Hugh Raffles

GANT 7006 Doctoral ProSeminar II: Conceptualization
Ann Stoler

Spring 2014

GANT 6051 Critical Foundations of Anthropology
Vyjayanthi Rao

GANT 6118 The Conceptual Life of the Social
Lawrence Hirschfeld

GANT 6125 History of the Present
Ann Stoler

GANT 6216 “Man-machine”: Medical Technology, Democracy, and the Question of the Human
Neni Panourgia

GANT 6310 Ethnography and Writing
Hugh Raffles

GANT 6315 The Linguistic Turn in the Social Sciences
Benjamin Lee

GANT 6316 Economization
Janet Roitman

GANT 6340 Intersections of Anthropology and Bioethics
Jessica Mozersky

GANT 6360 The Dead: Terminable and Interminable and How to Write About Them
Neni Panourgia

GANT 7007 Doctoral ProSeminar III: Grant Writing
Miriam Ticktin
THE NEW SCHOOL FOR SOCIAL RESEARCH

DEPARTMENT OF ECONOMICS

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

Contact information
212.229.5717 x3044
Admission liaison: EconLiaison@newschool.edu
Barbara Herbst, Department Senior Secretary
Abid Khan, Student Advisor

Faculty
Chair: Teresa Ghilarducci, Irene and Bernard Schwartz Professor in Economic Policy Analysis, Director of SCEPA
Lopamudra Banerjee, Assistant Professor
Duncan Foley, Leo Model Professor
William Milberg, Professor of Economics
Edward Nell, Malcolm B. Smith Professor of Economics
Christian Proaño-Acosta, Assistant Professor
Sanjay Reddy, Associate Professor
Willi Semmler, Arnhold Professor of International Cooperation and Development
Anwar Shaikh, Professor
Lance Taylor, Arnhold Professor of International Cooperation and Development (emeritus)
K. Vela Velupillai, Professor

Affiliated Faculty
Robert Buckley, Studley Faculty Fellow, Milano School for International Affairs, Management, and Urban Policy
Michael Cohen, Director, Milano School for International Affairs, Management, and Urban Policy
Sakiki Fukada-Parr, Professor, Milano School for International Affairs, Management, and Urban Policy
Alex Gershberg, Associate Professor, Milano School for International Affairs, Management, and Urban Policy
David Gold, Associate Professor, Milano School for International Affairs, Management, and Urban Policy
Darrick Hamilton, Professor, Milano School for International Affairs, Management, and Urban Policy
David Howell, Professor, Milano School for International Affairs, Management, and Urban Policy
Terra Lawson-Remer, Assistant Professor, Milano School for International Affairs, Management, and Urban Policy
Rick McGahey, Professor, Milano School for International Affairs, Management, and Urban Policy
Shagun Mehrotra, Assistant Professor, Milano School for International Affairs, Management, and Urban Policy

Programs of Study

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

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

Master of Arts in Global Political Economy and Finance

This program provides technical and policy analysis tools to students planning for careers in finance, government, business, labor organization, and international development and for advanced degrees in finance, business, law, international relations, public policy, and related fields. A rigorous grounding in economic and statistical analysis, political economy, and finance culminates in an internship or mentored research project. Students who wish can use the electives to focus their studies in a specialized field, for example, classical political economy, international and development economics, financial economics, environmental economics, or the economics of labor markets or 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; and 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 and 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; and 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.)
- Internship, GECO 6198 (arranged with the student's MA faculty advisor) or Mentored Research GECO 6993

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

Master of Science in Economics

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

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

Core courses

- GECO 6190 Microeconomics; GECO 6191 Macroeconomics; GECO 5104 Historical Foundations of Political Economy I; and 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, Milano the New School for Management, or The New School for General Studies Graduate Program in International Affairs. The student's Faculty Advisor must approve the elective program.

Comprehensive Examination: To receive the master of science degree in economics, a student must pass the MS written examination, offered twice a year. (Under unusual circumstance, the department may accept an appropriate academic paper as a substitute for the MS examination.)

PhD in Economics

Students matriculated in the MA Economics or MA Global Political Economy and Finance program may petition to continue on to the PhD program after completing 18 credits listed (or cross-listed) in Economics at NSSR. Acceptance into the doctoral program is not automatic. The following conditions must be fulfilled for the petition to be considered:

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

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

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

PhD Requirements

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

Four core courses are required: GECO 6200 Advanced Microeconomics I; GECO 6202 Advanced Macroeconomics I; GECO 6281 Advanced Econometrics I; and one of the following, GECO 6204 Advanced Political Economy I or II) or GECO 6206 Post-Keynesian Economics.

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

Concentrations

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

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

With advisor approval, a student may substitute a self-designed or interdisciplinary area of concentration for one of the two recognized areas of concentration.

Seminar Requirement

Every PhD student must take at least one upper-level seminar (three credits) approved by the faculty. Advanced Microeconomics I, Advanced Macroeconomics I, and Advanced Econometrics I are prerequisites for upper-level seminars. Credits earned through directed dissertation study cannot be used to meet the seminar requirement, nor can transfer credits.

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.
The Economics qualifying examinations are three-hour written examinations in each of the student’s two areas of concentration. 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 concentration. Examinations are normally scheduled twice a year.

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

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

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

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, two other members of the faculty along with a faculty member from another department (Dean’s representative), will form a dissertation committee, which must approve the proposal before the student can proceed to the oral examination. The language or mathematics requirement must be met and not more than six of the 60 course credits may be outstanding for the oral examination to be scheduled. The student is responsible for scheduling the date, at least two weeks in advance, with the members of the committee, the department secretary, and the department student advisor.

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

Master of Philosophy in Economics (MPhil)

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

PhD Dissertation Extra Muros

A doctoral candidate who has been awarded the MPhil degree but has not continued in residence at the university is not entitled to regular guidance or supervision by the faculty. At any time within ten years from the award of the MPhil degree, a recipient in economics who has not continued in residence at The New School for Social Research may present to the department, in lieu of a sponsored dissertation, a substantial body of independent and original published scholarly material as completion of the thesis requirement for the PhD degree. Note: the chair of the department must approve the candidate for continuation toward the PhD degree.

Anyone planning to submit material prepared extra muros should ascertain the policy in advance with the chair. If accepted, the submitted work will be reviewed by the chair in consultation with the other members of the faculty to determine if the candidate is eligible to sit for a final oral examination. If the decision is favorable, the chair names for a committee of at least five faculty members to examine the candidate (at least four from the economics department), and appoints one as chair. The final examination must satisfy the committee that the quality of the candidate’s work extra muros meets the standards of the university for the PhD degree in economics. This examination may be taken only once and is either passed or failed. The candidate must register to Maintain Status for the term in which he or she sits for the final examination.
ECONOMICS COURSES

The Department of Economics is committed to a broad, critical, and historical approach to the study of economics and the application of analytical tools to the study of real economic problems. Students can pursue innovative research and study in the fields of political economy, macroeconomics, monetary economics, financial markets, international and development economics, economic policy, the history of economic thought, and economic theory. All courses carry three (3) credits unless otherwise stated in the description.

The following courses are offered 2013–2014. For course descriptions and schedules, see the University Course Catalog online.

Fall 2013

GECO 5104  Historical Foundations of Political Economy I  
Anwar Shaikh

GECO 6050  The Economics of Climate Change  
Willi Semmler

GECO 6191  Graduate Macroeconomics  
Willi Semmler

GECO 6200  Advanced Microeconomics I  
Vela Velupillai

GECO 6202  Advanced Macroeconomics I  
Vela Velupillai

GECO 6211  Seminar: Classical Theory of Price  
Anwar Shaikh

GECO 6270  Labor Economics I  
Teresa Ghilarducci

GECO 6282  Advanced Econometrics II  
Christian Proaño

GECO 6290  Economic Development I  
Aleksandr Gevorkyan

GECO 6910  Computer Language Workshop  
Teresa Ghilarducci

GECO 6990  Independent Study  
Teresa Ghilarducci

GECO 6991  Internship  
Teresa Ghilarducci

GECO 6992  Practical Curricular Training  
Teresa Ghilarducci

GECO 6993  Mentored Research

GECO 6994  Inter-University Consortium  
Ellen Freeberg

GECO 7990  Dissertation Workshop  
Teresa Ghilarducci

GECO 7991  Directed Dissertation Study

Spring 2014

GECO 5108  World Political Economy  
Ed Nell

GECO 6181  Graduate Econometrics  
Duncan Foley

GECO 6190  Graduate Microeconomics  
Lopa Banerjee

GECO 6203  Advanced Macroeconomics II  
Willi Semmler

GECO 6204  Advanced Political Economy I  
Anwar Shaikh

GECO 6206  Post-Keynesian Economics  
Edward Nell

GECO 6269  Financial Economics  
Willi Semmler

GECO 6281  Advanced Econometrics I  
Christian Proaño

GECO 6323  Seminar in Mathematical Methods  
Vela Velupillai

GECO 6910  Computer Language Workshop  
Teresa Ghilarducci

GECO 6990  Independent Study

GECO 6991  Internship  
Teresa Ghilarducci

GECO 6992  Practical Curricular Training  
Teresa Ghilarducci

GECO 6993  Mentored Research

GECO 6994  Inter-University Consortium  
Ellen Freeberg

GECO 7990  Dissertation Workshop  
Teresa Ghilarducci

GECO 7991  Directed Dissertation Study
GECO 6991 Internship
Teresa Ghilarducci

GECO 6992 Curricular Practical Training
Teresa Ghilarducci

GECO 6993 Mentored Research

GECO 6994 Inter-University Consortium
Ellen Freeberg

GECO 7990 Dissertation Workshop
Teresa Ghilarducci

GECO 7991 Directed Dissertation Study

Not offered 2013–2014

GECO 5117 The Economics of Innovation in Technology and Design
TBA

GECO 6165 Financial History
Edward Nell

GECO 6198 Internship in Global Political Economy
Duncan Foley

GECO 6201 Advanced Microeconomics II
TBA

GECO 6205 Advanced Political Economy II
Duncan Foley

GECO 6210 Seminar on Topics in Economic Analysis: Inflation
Anwar Shaikh

GECO 6258 Seminar in Development Economics
Lopamudra Banerjee

GECO 6266 Financial Modeling and Financial Econometrics
TBA

GECO 6335 Research Workshop in Economic Theory and Economic Modeling
Duncan Foley

GECO 6340 Seminar on Transformational Growth, Business Cycles, and Financial Markets
Edward Nell

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 is thus the study of phenomenology, hermeneutics, and pragmatism; political and social thought; ethics, critical theory, and aesthetics; epistemology, metaphysics, and ontology; logic and language; rationality, methodology, and naturalism within the social sciences; nature, culture, beauty, and goodness; unconscious and conscious processes; contingency, necessity, and human freedom, tragedy, and truth.

Contact
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Despina Dontas, Department Senior Secretary
PJ Gorre, Student Advisor

Faculty
Chair: James Dodd, Associate Professor
Zed Adams, Assistant Professor
Cinzia Arruzza, Assistant Professor
J. M. Bernstein, University Distinguished Professor of Philosophy
Richard J. Bernstein, Vera List Professor of Philosophy
Omri Boehm, Assistant Professor
Chiara Bottici, Assistant Professor
Alice Crary, Associate Professor
Simon Critchley, Hans Jonas Professor of Philosophy
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 The New School for Liberal Arts
Mark Larrimore, Assistant Professor of Religious Studies, Eugene Lang College The New School for Liberal Arts
Benjamin Lee, Professor of Anthropology and Philosophy
James Miller, Professor of Politics and Liberal Studies

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

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

The Husserl Archives, a center for research in phenomenology, maintains the most extensive collection of Edmund Husserl’s unpublished writings outside Europe. See page 66 for more information

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

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

People in Support of Women in Philosophy (PSWIP) meets regularly to read and discuss papers written by women students in the department and to discuss issues relevant to women in academia. PSWIP is an important alternative to the consistent minority position of women in university philosophy departments, philosophy classrooms, and other philosophical forums. It 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,” published at the start of each academic year.

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

Programs of Study

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

Master of Arts in Philosophy

The MA degree is awarded for completion of 30 credits including six core courses (18 credits) and writing and defending a master’s thesis or passing a combined written and oral examination. At least 24 credits must be earned in courses listed or cross-listed in philosophy, and at least six of these credits must be for seminar courses. Up to six credits may be earned for courses offered by other graduate programs of The New School not cross-listed as philosophy courses. Policies regarding transfer of credits etc. are described in this catalog under Transfer of Credits (page 7) and in the “Philosophy Student Handbook.”

The core courses are

• One course in quantification 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 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 cumulative GPA of at least 3.0 and have met the language requirement can complete the MA degree requirements on either of two tracks.

• Continuing students, expecting to go on to doctoral studies, have two options for completing the master’s degree: 1) Write and defend a thesis of 50–75 pages covering two of the five topics designated for the MA examination and pass an oral examination in two of the five topics not discussed in the written thesis; OR 2) Pass a written examination on two of the five topics designated for the MA examinations and an oral examination on two other of the five 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 an oral examination on two other of the five topics. In either case, scores of low-pass or with no failing scores are required to earn the degree. For further details, see the “Philosophy Student Handbook.”

Psychoanalysis Track

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

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

PhD in Philosophy

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

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

A total of 60 credits must be completed, including the 30 credits required for the master’s degree and any credits approved by the department for transfer from other institutions or degree programs. At least 48 of the 54 credits must be listed or cross-listed in philosophy. At least 15 of the 48 philosophy credits must be earned for seminar courses. All PhD Students must fulfill the following distribution requirements (including MA coursework or their transfer equivalent): One course in Ancient and Medieval Philosophy, two courses in 20th Century Analytic Philosophy, and one course from each of the following areas - Renaissance and Early Modern Philosophy, 18th and 19th Century Philosophy, and 20th Century Continental. All students, including transfer students, must satisfy these course requirements. Students must receive grades of 3.0 or better in all philosophy courses and maintain a cumulative GPA of at least 3.0 to remain in good standing. During their final year of course work, all doctoral students must register for the yearlong Prospectus Seminar.

Transfer Students: Credits earned at other institutions not to exceed 30 credits will be approved for transfer on a case-by-case basis after the student has been admitted to the PhD program.

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

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

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

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PHILOSOPHY COURSES

**Fall 2013**

**GPHI 6018** Hegel’s Phenomenology of Spirit I  
Jay, Bernstein

**GPHI 6034** Psychoanalysis & Deconstruction I  
Alan Bass

**GPHI 6039** French Reading Group  
James Dodd

**GPHI 6040** German Reading Group  
James Dodd

**GPHI 6041** Greek/Latin Reading Group  
James Dodd

**GPHI 6065** Kant’s Critique of Pure Reason  
Omri Boehm

**GPHI 6124** Love, Madness, and Plato  
Cinzia Arruzza – Richard Bernstein

**GPHI 6125** Mysticism  
Simon Critchley & Eugene Thacker

**GPHI 6516** Introductory Proseminar  
James Dodd

**GPHI 6548** Prospectus Seminar  
Jay Bernstein

**GPHI 6591** Philosophy of History  
Dmitri Nikulin-Banu Bargu

**GPHI 6657** Memory, History and the Past  
Ross Poole

**GPHI 6680** The Political Philosophy of Machiavelli and its Heritage  
Bernard Flynn

**GPHI 6681** Phenomenology And Intersubjectivity  
David Carr
GPHI 6682 Schelling
James Dodd

GPHI 6684 Feminism and literature
Chiara Bottici

GPHI 6685 The Genealogical Method in Philosophy
Zed Adams

GPHI 6686 Hannah Arendt
Richard Bernstein

GPHI 6692 Ethnography as Fieldwork in Philosophy
Ann Stoler

GPHI 6656 Contemporary Political Philosophy
Ross Poole

GPHI 6679 Theories of Feminism
Miriam Ticktin

Spring 2014

GPHI 6002 Psychoanalysis and Deconstruction II
Alan Bass

GPHI 6011 Modern Deductive Logic
Jarred Warren

GPHI 6022 Hegel’s Phenomenology II
Jay Bernstein

GPHI 6126 Ancient Philosophy And Science
Dmitri Nikulin

GPHI 6127 Tragedy’s Philosophy
Simon Critchley

GPHI 6129 Spinoza and Nietzsche
Bottici and Boehm

GPHI 6130 Dogmas of Empiricism
Zed Adams

GPHI 6039 French Reading Group
James Dodd

GPHI 6040 German Reading Group
James Dodd

GPHI 6041 Greek/Latin Reading Group
James Dodd

GPHI 6128 Later Heidegger
James Dodd

GPHI 6548 Prospectus Seminar
Jay Bernstein

GPHI 6655 Philosophy and Psychoanalysis.
Martin Stone

GPHI 6683 Hellenistic Philosophy
Cinzia Arruzza

GPHI 6687 Kierkegaard
Richard Bernstein

GPHI 6688 Feminist Philosophy
Nancy Fraser

GPHI 6689 The Linguistic Turn
Benjamin Lee

GPHI 6690 Aesthetics: Philosophy of Art
Paul Kottman

GPHI 6691 Theorizing of Crisis
Nancy Fraser
DEPARTMENT OF POLITICS

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

Contact information

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Faculty

Chair: Andreas Kalyvas, Associate Professor
Ayse Banu Bargu, Assistant Professor
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science
Mark Frazier, Professor
Victoria Hattam, Professor
James Miller, Professor
Timothy Pachirat, Assistant Professor
Jessica Pisano, Associate Professor
David Plotke, Professor
Sanjay Ruparelia, Assistant Professor
Deva Woodyl, Assistant Professor
Rafi Youatt, Assistant Professor

Affiliated Faculty

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

Visiting Faculty

Wolfgang Streeck, Heuss Professor, 2013–2014
Tobias ten Brink, Heuss Lecturer, Spring 2014

Part-Time Faculty

Ross Poole, BPhil, 1969, Oxford University

Programs of Study

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

The New School’s politics curriculum represents four main fields of contemporary politics in the United States—political theory, American politics, global politics, and comparative politics. Students are trained in these fields, especially at the PhD level, via departmental field seminars and field examinations. We presume that big political questions have important comparative referents. As political life entails concerns about cultural horizons and forms of inequality, students are encouraged to learn and use a wide range of theoretical approaches, including feminist thought, critical theory, and cultural studies. For more information, visit the Politics pages on the website at www.newschool.edu/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) and one course in research methods and must write an acceptable Master’s Paper. Entering students work with an assigned faculty advisor, who, together with the department student advisor, introduces them to the curriculum and helps each to formulate a program suited to his or her academic and professional interests. All students are required to declare a concentration in one of three fields: political theory, American politics, or comparative politics. Students must earn at least 21 credits for courses listed or cross-listed as Politics, which include the MA Seminar.

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

The remaining 9 credits are electives and may be taken in any department of The New School for Social Research or another division of the university. The department encourages students to avail themselves of the rich course offerings of other departments, but courses must be selected with appropriate guidance from the faculty advisor to maintain the coherence of a student’s program of study. To register for a course not listed or cross-listed as Politics, permission of both the Department of Politics and the department offering the course are required. Any course offered by another department may have prerequisites. If so, the instructor of the course and the chair of the other department or committee will determine whether a student from Politics has completed the prerequisites in order to register for the course.

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

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

PhD in Politics

The doctoral program is designed to provide maximum flexibility consistent with development of the highest level of competence in the student’s chosen field of scholarly specialization. Since course distribution requirements are few, faculty consultation is essential to prepare a student for the PhD qualifying examinations and defense of a dissertation.
Students matriculated in the MA program in Politics can apply to enter the PhD program after completing 18 credits in residence at The New School for Social Research and should apply no later than the first term after they have completed 27 credits. The same policy applies to students matriculated in the MA program in Historical Studies, who may, by careful selection of courses, satisfy the course requirements for entry into doctoral study in Politics. For more information about acceptance into the PhD program, consult the “Politics Departmental Handbook.”

**PhD Program Requirements**

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

The 60 credits must include

- **MA Seminar** (exception: students who enter the department at the PhD level on the basis of prior graduate work are excused from this requirement)
- **PhD Seminar**
- two politics field seminars
- two courses in research methodology, one of which must be in quantitative methods
- at least 3 credits for directed dissertation study, which is normally an independent study with a member of the faculty. Students may take up to 6 credits in directed dissertation study.

To become a doctoral candidate, a student must pass written qualifying examinations in two of the program's four fields of concentration (Political Theory, Comparative Politics, Global Politics, and American Politics) and submit and pass an oral defense of a dissertation proposal.

**The Methods Requirement:** To receive the MA in Politics, a student must pass one course in either quantitative or qualitative methods. At the PhD level, one additional methods course is required, one of which must be in quantitative methods. The requirement might be met by a course in qualitative methods, advanced quantitative methods, historical methods, or fieldwork. Graduate-level courses offered by other departments of The New School can be used to meet the methods requirement.

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

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

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

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

For current course descriptions, visit the website.

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

The following courses are offered 2013–2014. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

Democracies in Theory and Practice

**GPOL 5153** History and Theory of Democracy  
Fall 2013  
Andrew Arato

**GPOL 6214** Democracy and Boundaries  
Fall 2013  
David Plotke

**GPOL 6050** Genealogies of Exception and Dictatorship in Modern Political Thought  
Fall 2013  
Andreas Kalyvas

**GPOL 6127** Modernity and Its Discontents  
Fall 2013  
James Miller

**GPOL 6401** Jean-Jacques Rousseau  
Spring 2014  
James Miller

**GPOL 6408** Theorizing Crisis  
Spring 2014  
Nancy Fraser

**GPOL 6424** Contemporary Political Philosophy  
Fall 2013  
Ross Poole

GPOL 6591 Philosophy of History  
Fall 2013  
Dmitri Nikulin

GPOL 6686 Hannah Arendt  
Fall 2013  
Richard Bernstein

**Politics and Its History**

**GPOL 6409** Feminist Philosophy  
Spring 2014  
Nancy Fraser

**GPOL 6451** Memory, History and the Claims of the Past  
Fall 2013  
Ross Poole

**GPOL 6461** Visual/Spacial Studies  
Spring 2014  
Victoria Hattam

**Identities, Culture and Politics**

**GPOL 6409** Feminist Philosophy  
Spring 2014  
Nancy Fraser

**GPOL 6451** Memory, History and the Claims of the Past  
Fall 2013  
Ross Poole

**GPOL 6461** Visual/Spacial Studies  
Spring 2014  
Victoria Hattam

**Institutions, Policy and Governance**

**GPOL 5154** Revolution and Dictatorship in History  
Spring 2014  
Andrew Arato

**GPOL 5181** Politics and Violence in Latin American History  
Spring 2014  
Federico Finchelstein

**GPOL 5308** Arab Revolts  
Fall 2013  
Neguin Yavari

**GPOL 6084** Between Revolution and Reform: Constituent Power and Constitution Making  
Fall 2013  
Andrew Arato

**GPOL 6434** Great Transformations  
Fall 2013  
Sanjay Ruparelia
Politics in Economic and Social Context

GPOL 6382 Social Movements
Spring 2014
Deva Woody

GPOL 6398 State and Market in China
Spring 2014
Martin Frazier

GPOL 6477 Recent Theories of Capitalism
Fall 2013
Wolfgang Streeck

GPOL 6478 The Political Economy of Money
Spring 2014
Wolfgang Streeck

Not offered 2013-2014

GPOL 6349 Field Seminar in Comparative Social Research: Politics and the Political
Fall 2013
Mark Frazier and Jessica Pisano

GPOL 7300 PhD Seminar
Andreas Kalyvas

Departmental Courses

GPOL 6134 Historical Methods
Spring 2014
Natalia Mehlman-Petrzela

GPOL 6195 Qualitative Methods
Fall 2013
Victoria Hattam and Rafi Youatt

GPOL 6196 Political Ethnography
Spring 2014
Timothy Pachirat

GPOL 6298 Contemporary American Politics—Inequality and Government
Spring 2014
David Plotke

GPOL 6299 Field Seminar in Global Politics and International Relations
Spring 2014
Rafi Youatt

GPOL 6300 MA Seminar
Fall 2013
David Plotke
DEPARTMENT OF PSYCHOLOGY

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

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

Faculty
Jeremy Safran, Department Chair and Professor
Emanuele Castano, Department Chair, Associate Professor and Director of the Cognitive, Social, and Developmental Psychology Program (on leave Fall 2013)
William Hirst, Department Chair, Professor and Director of Cognitive, Social and Developmental Psychology Program (Fall 2013)
Doris F. Chang, Associate Professor
Christopher Christian, Assistant Professor and Director of the New School-Beth Israel Center for Clinical Training and Research
Wendy D'Andrea, Assistant Professor
Jeremy Ginges, Associate Professor (on leave Fall 2013, Spring 2014)
Lawrence Hirschfeld, Professor of Anthropology and Psychology
Marcel Kinsbourne, Professor
Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology
Joan Miller, Professor and Director of Undergraduate Studies
Lisa Rubin, Associate Professor and Assistant Director of Clinical Training
Herbert Schlesinger, Professor Emeritus and Senior Lecturer
Michael Schober, Professor (on leave Fall 2013, Spring 2014)
David Shapiro, Professor Emeritus and Senior Lecturer
Howard Steele, Professor and Director of Graduate Studies
Miriam Steele, Professor and Director of Clinical Training
Jennifer Talley, Assistant Professor and Assistant Director of the Mental Health and Substance Abuse Program
McWelling Todman, Associate Professor and Director of the Mental Health and Substance Abuse Program
Brian Wallace, Postdoctoral Fellow

Part-time Faculty
Arthur Blumenthal, PhD, 1965, University of Washington
Elizabeth Clemants, MSW, 1998, Columbia University
Andreas Evdokas, PhD, 1997, The New School for Social Research
Jennifer Kubota, PhD, 2010, University of Colorado Boulder
James Root, PhD, 2001, The New School for Social Research
Andrew Twardon, PhD, 1993, The New School for Social Research

Visiting Faculty
Anne Maass, PhD 1982, Florida State University

Clinical Associates
Clinical associates provide clinical training and supervision to graduate students at affiliate clinical training sites.
Howard Becker, PhD, Bronx VA Medical Center
William Howard Braun, PsyD, New York Psychoanalytic Institute
Ainsley Burke, PhD
Daniel Feld, Psy, D VA NY Harbor Healthcare System, Brooklyn Campus
Jerry Finkelstein, PhD, The New School Counseling Services
Nancy Fleisher, PhD
Maxine Gann, PhD
Michael Stuart Garfinkle, PhD
Jason Gold, PhD
Meghan M. Jablonski, PhD
Danielle Kaplan, PhD, New York University/Bellevue Hospital Center
Ali Khadivi, PhD, Bronx Lebanon Hospital Center
Norma Kirwan, PsyD, Optimus Healthcare/Stamford Hospital
Jerome H. Kogan, PsyD, Lenox Hill Hospital
Michael Kowitt, PhD, University of Pennsylvania
Gregory Kuhlman, PhD, Brooklyn College Personal Counseling Center
Rosalind Levine, PhD, Maimones Child and Adolescent Outpatient Center
Paul Manheim, PhD, South Beach Psychiatric Center–Bensonhurst Outpatient Services
Lucy March PhD, North Central Bronx Hospital
David Markowitz, PhD, Mt. Sinai Services, Elmhurst Hospital Center
Andrew Merling, PhD, St. Luke’s-Roosevelt Addiction Institute
Claude Monje, PhD
Rachel Nilsen, PhD, Fordham University Counseling Services
Teheila Nimroody, PhD
Lauren Noll, PhD, South Beach Psychiatric Center-Balcony Street Outpatient Services
Nadine Obeid, PhD
Elizabeth Ochoa, PhD, Beth Israel Medical Center
Jean Okie, PhD, South Beach Psychiatric Center - Heights Hill Outpatient Services
Bella Proskurov, PhD, South Beach Psychiatric Center–Mapleton Outpatient Services
Diana Puentes-Morejon, PhD, Columbia University Medical Center
Paula Reid, PsyD, Mount Sinai Outpatient Rehabilitation Medicine Department
James Root, PhD, Memorial Sloan Kettering Cancer Center Neuropsychology Externship
David Shmerler, PhD, Kings County Hospital Center
Robert Suher, PhD, South Beach Psychiatric Center–Fort Hamilton OPD
Susan Sussmann, PhD, Columbia University Medical Center
Andrew Twardon, PhD, St. Luke’s-Roosevelt Hospital Center for the Intensive Treatment of Personality Disorders (CITPD)
Programs of Study

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

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

Master of Arts in Psychology

The MA degree is awarded for completion of 30 credits, including three courses in general psychology; at least three courses in personality, social, developmental, and abnormal psychology; and Introduction to Statistics and Research Design. All students are required to take the noncredit Proseminar (GPSY6100) in the first semester or as soon as possible after entry into the program. Advanced and seminar courses may not be taken until 18 credits of introductory courses have been successfully completed. Students who expect to advance to a PhD program also must take a research methods course as well as Introduction to Statistics and Research Design.

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

MA Concentration in Mental Health and Substance Abuse Counseling

Completing the psychology master of arts degree in this specialized concentration offers early exposure to clinical material and fulfills the academic eligibility requirements to sit for the New York State Alcohol and Substance Abuse Counseling Certificate (CASAC) examination. The curriculum is designed to meet current and anticipated professional needs in the field of substance abuse, particularly in the areas of dual diagnosis, harm reduction, assessment, mindfulness-based interventions, and program evaluation. The framework for the concentration is based on principles of integrative harm reduction psychotherapy, which recognizes the complexity of substance misuse from a biopsychosocial perspective and acknowledges the importance of the therapeutic alliance in developing collaborative treatment goals to minimize risk. Students who elect the concentration take two courses in general psychology; two courses in the areas of personality, social, and developmental psychology; and are required to take Adult Psychopathology, Introduction to Cognitive Neurosciences, and the three core substance abuse-related courses, Psychopathology III, Introduction to Substance Abuse Counseling, and Advanced Issues in Substance Abuse Counseling. Other general requirements to earn the MA degree in psychology apply, including the noncredit Proseminar course.

The New York State Office of Substance Abuse Services (OASAS) has created a new certification category, CASAC trainee for individuals who have completed a specific portion of the overall CASAC requirements and intend to continue on to full certification. The trainee certificate remains effective for a period of five years from the date it is issued. All CASAC trainees are qualified health professionals with respect to the mandated staffing mix of OASAS-licensed substance dependence programs and are thus immediately employable. One way to become a CASAC trainee is to complete the required and optional CASAC-relevant courses offered through the New School concentration.

Supervised clinical placements at various treatment agencies in NYC are available to qualified students enrolled in the Mental Health and Substance Abuse concentration. Although participation in such a placement is not required, clinical experience in one of these treatment agencies is strongly recommended. For more information, consult the “Mental Health and Substance Abuse Counseling Student Handbook,” available in the psychology office and online (PDF) at www.newschool.edu/nsrr.

PhD Programs in Psychology

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

Applying to a PhD program

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

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

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

Applicants for the Clinical Psychology track must meet some other requirements, which are described under the heading PhD Program in Clinical Psychology. Detailed requirements for admission to both PhD programs are also published in the “Psychology Student Handbook.”
Preliminary Dissertation Proposal and Defense: Students who pass the qualifying examination write a short preliminary proposal for doctoral dissertation research, no longer than 4–5 double-spaced pages, consisting of a summary review of the literature and an outline of the study rationale, methodology, hypotheses, and planned analyses. The applicant submits the preliminary proposal to the dissertation committee chair and one other member of the student's committee for a Preliminary Proposal Defense (PPD). The purpose of the PPD is to clarify any concerns the faculty may have about the proposal, confirm the student's preparedness to address the subject matter, and provide feedback that will assist the student in writing a formal dissertation proposal. (The entire committee does need to review the Preliminary Dissertation Proposal or take part in the PPD.) Once the two committee members are satisfied with the PPD, they will give the student permission to begin preparing the formal Dissertation Proposal. (Note: Preliminary Proposal Defense replaces the former Major PhD Qualifying Exam or "Comps II," which was required prior to 2007–2008.)

Doctoral Dissertation Proposal and Defense

The student expands the Preliminary Dissertation Proposal into a formal Doctoral Dissertation Proposal, which must include a review of the literature that provides a compelling rationale for the student's research idea, a methods section that includes a detailed description and justification for the procedures to be utilized, and a comprehensive list of references. The suggested length for the literature review is 6–10 pages. No minimum length is suggested for the methods section, but it should be as long as necessary to provide an adequate rationale for and detailed description of the methodology. Any questionnaires or standardized scales to be utilized should be included in an Appendix to the Proposal. When the Doctoral Dissertation Proposal is complete, the student must schedule a formal defense before the three members of the student's dissertation committee and a fourth faculty member appointed by the dean.

The Doctoral Dissertation

Every dissertation in psychology consists of two separate but related texts, each written at a level of sophistication that would be acceptable for publication in a peer review journal: 1) The Literature Review is a stand-alone article, critical and synthetic in nature, which will be based on the student's review of the literature for the dissertation proposal but updated in light of the student's evolving thinking and any relevant new literature that emerges while the dissertation data is being collected. 2) The Empirical Article is a stand-alone article that presents the results and conclusions of the student's original research. Each section of the dissertation should be approximately 10,000 words (25–30 pages double spaced) in length, including references, and should conform to APA format. For more information and advice about writing a dissertation, consult the "Psychology Student Handbook." The student must defend and complete the written dissertation as described in the Academic Programs and Policies section of this catalog (see page 7) to be awarded the doctor of philosophy degree.

Cognitive, Social, and Developmental Psychology

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

Faculty and Research Emphases Associated with Concentrations

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

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

Developmental (Hirschfeld, Kinsbourne, Miller, H. Steele, M. Steele): Faculty research centers on cognitive development, social cognition, social and emotional development, and life course development, for example, development of a theory of mind, children's understandings of racial groups, cultural influences on adolescence, parent-child relationships, intergenerational consequences of attachment, and adoption and foster care.

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

Clinical Psychology

The clinical PhD program is accredited by the Commission on Accreditation of the American Psychological Association (last renewed in March 2006). 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 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, 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 attitudes of life-long learning and critical thinking in order to grow and develop as professionals in the field; 3) developing the requisite skills for entry into professional practice; and 4) 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, and substance abuse and ego depletion. For more information, including a summary of recent faculty research, visit the website at www.newschool.edu/nssr/psychology and select PhD in Clinical Psychology.

The New School-Beth Israel Center for Clinical Training and Research:
The New School offers excellent clinical training through a partnership with Center for Clinical Training and Research of Beth Israel Hospital 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 Office of Admission for readmission.

An MA degree does not guarantee admission to the PhD program, which is at the discretion of the faculty. Historically, successful applicants have finished their master's programs with grade point averages in the 3.8 range.

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

<table>
<thead>
<tr>
<th>(Year entering program)</th>
<th>13-14</th>
<th>12-13</th>
<th>11-12</th>
<th>10-11</th>
<th>09-10</th>
<th>08-09</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied to program for:</td>
<td>31</td>
<td>28</td>
<td>33</td>
<td>32</td>
<td>29</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Were offered admission:</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Enrolled in Academic Year</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

* Average GPA of the successful MA applicant from 2008-2011 was 3.8.

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

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

Years 1-4 of the Clinical PhD Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Coursework and research</th>
<th>Practicum at the Beth Israel Center for Clinical Training and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Core clinical coursework and research</td>
<td>Practicum at the Beth Israel Center for Clinical Training and Research</td>
</tr>
<tr>
<td>2</td>
<td>Coursework and research</td>
<td>First externship</td>
</tr>
<tr>
<td>3</td>
<td>Coursework and research</td>
<td>Second externship</td>
</tr>
<tr>
<td>4</td>
<td>Dissertation</td>
<td>APA accredited Internship</td>
</tr>
</tbody>
</table>

Students who are intent upon completing the degree within four years generally are able to do so, but it is not unusual for a student to take longer in order to gain additional clinical experience. The average time to complete has decreased from 7.75 years in 2003 to less than 6 years in 2011.
Internship Placement—Table 2

<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 internships</td>
<td>20 (100%)</td>
<td>8 (73%)</td>
<td>11 (79%)</td>
<td>13 (93%)</td>
<td>12 (100%)</td>
<td>14 (93%)</td>
<td>22 (100%)</td>
</tr>
<tr>
<td>Students who obtained paid internships</td>
<td>20 (100%)</td>
<td>6 (55%)</td>
<td>10 (71%)</td>
<td>13 (93%)</td>
<td>9 (75%)</td>
<td>10 (67%)</td>
<td>22 (100%)</td>
</tr>
<tr>
<td>Students who obtained half-time internships* (if applicable)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (8%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

*Should only include students that applied for internship and are included in the number that “sought or applied for internship” from “Internship Placement—Table 1” for each year.

Attrition Statistics 2006–2013

<table>
<thead>
<tr>
<th>Year of First Enrollment</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
<td>15 (100%)</td>
<td>17 (100%)</td>
<td>16 (100%)</td>
<td>15 (100%)</td>
<td>16 (100%)</td>
<td>15 (100%)</td>
<td></td>
</tr>
<tr>
<td>Students whose doctoral degrees were conferred on their transcripts</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 still enrolled in program</td>
<td>14 (93%)</td>
<td>17 (100%)</td>
<td>14 (88%)</td>
<td>15 (100%)</td>
<td>16 (100%)</td>
<td>16 (100%)</td>
<td>15 (100%)</td>
</tr>
<tr>
<td>Students no longer enrolled for any reason other than conferral of doctoral degree</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>2 (13%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

As a result of changes in the overall structure and coherence of the program that were initiated in the early 1990s, there has been a general decrease over the last decade in the amount of time students take to complete the program. For example, the average time to completion decreased from 6.28 years in 2006 to 5.5 years in 2012. There was an unusually high number of students in the 2009 graduating class who took 7+ years to complete the program. Students who are intent on completing the degree within 4 years generally are able to do so.

**Internships:** Students are required to apply to APA-accredited internships. Permission is required from the director of clinical training in order to apply to a 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.

**Licensure**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degrees conferred on transcript in time period</td>
<td>100</td>
</tr>
<tr>
<td>Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period</td>
<td>86</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>86%</td>
</tr>
</tbody>
</table>

**Program Costs**

<table>
<thead>
<tr>
<th>Description</th>
<th>2013–2014 1st-year Cohort Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in-state)</td>
<td>1,820 (per credit) 9 credits per term is considered a full coursework for students. $16,380 (per term)</td>
</tr>
<tr>
<td>Tuition for full-time students (out-of-state)</td>
<td>1,820 (per credit) 9 credits per term is considered a full coursework for students. $16,380 (per term)</td>
</tr>
<tr>
<td>University/institutional fees or costs</td>
<td>$138 (per term, includes $130 University Service fee, and $8 Student Senate fee)</td>
</tr>
<tr>
<td>Additional estimated fees or costs to students (e.g. books, travel, etc.)</td>
<td>Estimated $7,465: includes $2,050 for books; $460 for transportation; $1,550 for personal expenses; $3,129 health insurance and health services fee; $276 for University Service fee &amp; Student Senate fee for the year. NOTE: If applicable: Maintaining Status: $1,160 per term; Auditing: $80 per credit (same auditing fee also applies to non-matriculated students). Graduate students can choose to waive both the Health Insurance and Health Services fees. If waived, the cost would be $4,336, not including maintaining status and/or auditing.</td>
</tr>
</tbody>
</table>

A range of financial support is available in the form of fellowships, partial scholarships, teaching assistantships, research assistantships, and teaching fellowships.
PSYCHOLOGY COURSES

The following courses are offered 2013–2014. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

GPSY 6100 Proseminar
Fall 2013
Staff

General Psychology
Three courses from this category are required for the master’s degree.

GPSY 5102 Visual Perception and Cognition
Spring 2014
Arien Mack

GPSY 5104 History and Systems of Psychology
Spring 2014
Arthur Blumenthal

GPSY 5110 Introduction to Cognitive Psychology
Fall 2013
William Hirst

GPSY 5111 Introduction to Cognitive Neuroscience
Fall 2013
Marcel Kinsbourne

GPSY 6207 Social Neuroscience
Fall 2013
Jennifer Kubota

Developmental, Personality, Abnormal, and Social Psychology
Three of the four courses from this category are required for the master’s degree, one each from Personality [P], Social [S], Developmental [D], and Abnormal [A].

GPSY 5120 Social Psychology [S]
Spring 2014, Summer 2013
Emanuele Castano

GPSY 5155 Adult Psychopathology [A]
Fall 2013, Summer 2013
McWelling Todman

Research Methodology

GPSY 6133 Introduction to Statistics and Research Design
Fall 2013, Summer 2014
Brian Wallace, Howard Steele

GPSY 6134 Advanced Statistics
Spring 2014
Brian Wallace

GPSY 6238 Research Methods
Fall 2013, Spring 2014
Joan Miller, Fall; Howard Steele, Fall; Arien Mack, Spring; Howard Steele, Spring

GPSY 6241 Qualitative Methods
Fall 2013
Lisa Rubin

GPSY 6246 Primer on SAS
Summer 2013
Emanuele Castano

Intermediate Courses and Seminars
Any course listed in this section satisfies the seminar requirement for the master’s degree.

GPSY 6212 Biological Aspects of Childhood Psychopathology
Spring 2014
Marcel Kinsbourne

GPSY 6273 Diagnostic Neuropsychological Testing
Spring 2014
James Root
Substance Abuse

GPSY 6109 Introduction to Substance Abuse Counseling
Fall 2013  
Jenifer Talley

GPSY 6112 Advanced Issues in Substance Abuse Counseling
Spring 2014  
Jenifer Talley

GPSY 6156 Psychopathology III: Biosocial and Cognitive Theories of Addiction [A, S]
Fall 2013  
McWelling Todman

Clinical PhD Required Courses
These courses are open only to students admitted to the PhD program in clinical psychology.

GPSY 6271 Diagnostic Testing I
Fall 2013  
Ali Khadivi

GPSY 6272 Diagnostic Testing II
Spring 2014  
Ali Khadivi, Andrew Evdokas

GPSY 6275 Clinical Theory and Techniques I
Fall 2013  
Christopher Christian

GPSY 6277 Clinical Theory and Techniques II
Fall 2014  
Jeremy Safran
GPsY 6347 Clinical Supervision and Consultation
Fall 2013, Spring 2014
Jeremy Safran

GPsY 6350 Clinical Psychology Externship Seminar I
Fall 2013
Herbert Schlesinger, David Shapiro, Fall; Herbert Schlesinger, David Shapiro, Spring

GPsY 6351 Clinical Psychology Externship Seminar II
Fall 2013, Spring 2014
Miriam Steele, Fall; Ali Khadivi, Spring

GPsY 6352 Professional Issues and Ethics
Spring 2014
Christopher Christian

GPsY 6371 Ethnicity in Clinical Theory and Practice
Spring 2014
Doris F. Chang

GPsY 6396 Evidence-Based Treatment
Spring 2014
Wendy D’Andrea

GPsY 6902 Beth Israel Practicum
Fall 2013
Christopher Christian

General Elective Courses

GPsY 6903 Clinical Practicum: Working With Diverse Populations
Fall 2013
Doris Chang

GPsY 6904 Clinical Practicum: New School Counseling Center
Fall 2013, Spring 2014
Miriam Steele

DEPARTMENT OF SOCIOLOGY

The Department of Sociology offers a distinctive approach to the investigation of social life that builds on historical connections to European social science, develops the New School’s tradition of critical inquiry, and engages contemporary communities and debates worldwide.

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

Contact Information
Department Phone: 212.229.5737
Admission Liaison: SocLiaison@newschool.edu
Berfu Aygenc, Student Advisor; socadvisor@newschool.edu

Faculty
Chair: Robin Wagner-Pacifici, University in Exile Professor of Sociology
Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory
Carlos Forment, Associate Professor of Sociology (on leave 2013-2014)
Jeffrey Goldfarb, Michael E. Gellert Professor of Sociology
Eiko Ikegami, Walter A. Eberstadt Professor of Sociology (on leave 2013-2014)
Elzbieta Matynia, Associate Professor of Liberal Studies and Sociology
Virag Molnar, Assistant Professor of Sociology
Rachel Sherman, Associate Professor of Sociology (on leave 2013-2014)
Iddo Tavory, Assistant Professor of Sociology and Director of Graduate Studies (on leave Spring 2014)
Terry Williams, Professor of Sociology

Affiliated Faculty
Paolo Carpignano, Associate Professor of Media Studies, The New School for Public Engagement
Jaeho Kang, Assistant Professor of Media and Sociology, The New School for Public Engagement
McKenzie Wark, Professor of Culture and Media

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 or the MA in media studies at The New School for Public Engagement may be admitted directly to the PhD program. New students should consult carefully with faculty, the department’s director of graduate studies, and the department peer student advisor to plan their programs of study and make sure they understand degree requirements and procedures.

A joint PhD degree in sociology and historical studies is offered in conjunction with the Committee on Historical Studies. For more information, see the Committee on Historical Studies section of this catalog.
At the master’s level, the sociology program provides a thorough grounding in the historical, theoretical, and methodological development of the field and gives students the tools to make this knowledge relevant to the world around them. At the PhD level, the program seeks to provide students with theory and methodology in order for them to develop original sociological studies that will 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.

**MA Course Requirements**

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

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

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

**Transfer Credit**

Students who took graduate courses in sociology or a related social science elsewhere before entering the program may be able to transfer up to three credits to count toward the MA credit requirements. Petition for transfer of credit can be submitted after a student has completed six credits (two courses) in the Department of Sociology.

**MA Written Examination**

Students in good academic standing who have completed 30 credits are eligible to sit for the MA written examination. The MA exam is given once a year at the beginning of the spring semester. A student who is registered for the last three credits in the spring semester may take the exam at 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.”

**PhD in Sociology**

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

**Admission for Internal Applicants**

There is no automatic entrance into the PhD program after completing the MA requirements. Applicants for the PhD program are evaluated based on their full academic record (including grades, performance on the MA written exam, and the entrance portfolio) as well as the fit of their research interests with faculty expertise. Students must declare their interest in the doctoral program and complete the process described below to be considered.

1. Take the MA examination and receive a score of “pass” or “high pass.”
2. Submit a PhD entrance portfolio, which consists of:
   - Academic transcripts for all prior graduate studies
   - A writing sample (one graduate course paper or the equivalent)
   - The completed and signed PhD Application Form, in which the student identifies two areas of research in sociology in which he or she plans to prepare “field statements” and also proposes two faculty co-chairs of the field statement committee. (The two required field statement may be formulated as: 1) A broad analytic and synthetic exploration of literature in a subfield of the discipline; 2) A theoretical chapter of a dissertation; or 3) a research article which is publishable, according to the judgment of the student’s committee.)

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

**Advanced Standing and Transfer Credit**

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

**Admission to Candidacy**

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

**PhD Comprehensive Examination (Field Statement)**

The comprehensive examination must be taken at the end of the student’s 10th semester in the program (or four semesters after the last course was taken, whichever comes first). The PhD qualifying examination consists of two written field statements (with bibliographies) and one oral examination based on the field statements.

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

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

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

**Dissertation Proposal**

The last step before being admitted to candidacy for the PhD is to submit a dissertation proposal for evaluation. 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 Sociology faculty members and one representative from another department. The defense of the proposal requires demonstration of the candidate’s substantive knowledge of the sociological theory and literature embraced by the dissertation problem.

**Dissertation Defense**

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

**Language Requirement**

Before defending their dissertations, PhD candidates must demonstrate reading competence in one foreign language.
### Sociology Courses

#### Fall 2013

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSOC 5069</td>
<td>Logic of Inquiry (F4)</td>
<td>Virag Molnar</td>
</tr>
<tr>
<td>GSOC 5076</td>
<td>The Ghetto</td>
<td>Terry Williams</td>
</tr>
<tr>
<td>GSOC 5101</td>
<td>Classical Sociological Theory (F1)</td>
<td>Jeffrey Goldfarb</td>
</tr>
<tr>
<td>GSOC 5106</td>
<td>Youth Culture: Sex, Drugs and Comedy</td>
<td>Terry Williams</td>
</tr>
<tr>
<td>GSOC 5151</td>
<td>Phenomenological Sociology</td>
<td>Iddo Tavory</td>
</tr>
<tr>
<td>GSOC 5152</td>
<td>History and Theory of Democracy</td>
<td>Andrew Arato</td>
</tr>
<tr>
<td>GSOC 5084</td>
<td>Constituent Power and Constitution Making: Reform, Revolution and Democratic Transition</td>
<td>Andrew Arato</td>
</tr>
<tr>
<td>GSOC 6990</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>GSOC 6992</td>
<td>Curricular Practical Training</td>
<td>Robin Wagner-Pacifici</td>
</tr>
<tr>
<td>GSOC 6994</td>
<td>Inter-University Consortium</td>
<td>Ellen Freeberg</td>
</tr>
</tbody>
</table>

#### Spring 2014

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSOC 5004</td>
<td>Fundamentals of Urban Sociology</td>
<td>Virag Molnar</td>
</tr>
<tr>
<td>GSOC 5006</td>
<td>Ethnographic Field Methods</td>
<td>Terry Williams</td>
</tr>
<tr>
<td>GSOC 5061</td>
<td>Contemporary Sociological Theory (F3)</td>
<td>Robin Wagner-Pacifici</td>
</tr>
<tr>
<td>GSOC 5121</td>
<td>The Social Condition</td>
<td>Jeffrey Goldfarb</td>
</tr>
<tr>
<td>GSOC 5145</td>
<td>Politics of Public Memory</td>
<td>Elzbieta Matynia</td>
</tr>
<tr>
<td>GSOC 5148</td>
<td>Sociology of Publics</td>
<td>Jeffrey Goldfarb</td>
</tr>
<tr>
<td>GSOC 5102</td>
<td>Historical Sociology (F2)</td>
<td>Andrew Arato</td>
</tr>
<tr>
<td>GSOC 6125</td>
<td>Dissertation/Writing Pro-Seminar</td>
<td>Robin Wagner-Pacifici</td>
</tr>
<tr>
<td>GSOC 6990</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>GSOC 6992</td>
<td>Curricular Practical Training</td>
<td>Robin Wagner-Pacifici</td>
</tr>
<tr>
<td>GSOC 6994</td>
<td>Inter-University Consortium</td>
<td>Ellen Freeberg</td>
</tr>
</tbody>
</table>
Committee on Historical Studies

History is a field of inquiry essential to all human understanding. Recognizing that historical studies has transformative potential for interpretation, theory, and political action, we seek to establish a theoretically-informed interdisciplinary space for producing critical history. Our program conceives of history as a way of thinking, a form of inquiry, and a mode of critique, aligned with the intellectual traditions that defines the new School. We train students in the rigors of scholarly discourse, independent research, and the imaginative act of relating history to the contemporary world. Students’ projects combine theoretical and political engagement with rich empirical research.

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

Contact Information
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Programs of Study

The Committee on Historical Studies offers the MA degree only. For students who complete the requirements for the MA in historical studies (history) and wish to earn a PhD degree, the committee maintains joint doctoral programs with the Department of Politics and the Department of Sociology. More detailed information about CHS degree programs is published in the “CHS Curriculum Handbook,” available in the CHS office at 80 Fifth Avenue, 5th floor as a pdf on the website, www.newschool.edu/nss (select Historical Studies from the Departments menu).

Master of Arts in Historical Studies

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

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

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

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

The aim of the dual degree programs 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 the course and other prerequisites to take the PhD qualifying examination in either Politics or Sociology respectively.

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

Doctoral Dissertation: Students who pass all parts of the qualifying examinations are invited to form a dissertation committee, which must include at least one member of the CHS faculty as either chair or second reader. Among other advising responsibilities, this committee member must determine whether the thesis substantively engages historical sources and methodology. Doctoral dissertations in a dual 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.

Courses in Historical Studies

**Fall 2013**

- GHIS 5139 History and Markets
  Julia C. Ott

- GHIS 5175 Arab Revolts
  Neguin Yavari

- GHIS 5183 Making Sense: Vision and Media in Modernity
  Orit Halpern

- GHIS 5900 Masters Thesis Seminar
  Elaine Abelson

- GHIS 6133 Historiography and Historical Practice
  Oz Frankel

- GHIS 6990 Independent Study

- GHIS 6992 Curricular Practical Training
  Jeremy P. Varon

- GHIS 6994 Inter-University Consortium
  Ellen Freeberg

**Spring 2014**

- GHIS 5117 War Stories: History, Memory and Genre in Stories of the Great War, 1914-2014
  Ann-Louise Shapiro

- GHIS 5181 Politics and Violence in Latin American History
  Federico Finchelstein

- GHIS 5182 The Rise and Fall of Communism
  Eli Zaretsky

- GHIS 6134 Historical Methods and Sources
  Natalia Mehman Petrzela

- GHIS 6990 Independent Study

- GHIS 6994 Inter-University Consortium
  Ellen Freeberg
• Intellectual History and Modern Thought
• Literature, the Arts, and Aesthetics
• Criticism and Publishing
• Media and Culture

The program is designed for students who want to work on the quality of their prose while mastering new modes of serious inquiry either within an academic context or within the public sphere. Special attention is paid to the history of western thought, but courses also explore current developments in the intellectual life of the west and the world. Upon the approval of a thesis topic, MA students work closely with one or more of the Liberal Studies’ 20-plus faculty members, all of whom are distinguished writers and accomplished scholars.

Program of Study

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

The MA degree is awarded for completion of 30 credits and a written master’s thesis. There are two required courses: GLIB 5101, Modernity and Its Discontents, normally taken in the first semester of study; and 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 Courses

GLIB 5101, Modernity and Its Discontents
An introduction to Liberal Studies, this seminar brings new students together to explore a variety of themes and texts that epitomize some of the critical concerns of our age. Among the issues discussed are freedom and the problem of progress; the end of slavery and the implications of European world domination; new views of human nature; the idea of the avant-garde; and the moral implications of modern war and totalitarianism. Among the authors read are Rousseau, Kant, Goethe, Robespierre, Condorcet, Olaudah Equiano, Hegel, Marx, Dostoievsky, Joseph Conrad, Freud, Darwin, Ernst Junger, Georg Lukacs, Marinetti, Andre Breton, Jean Amery, Walter Benjamin, Hannah Arendt, and Michel Foucault.

GLIB 5301, Proseminar in Intellectual History and Cultural Studies
Students who have an approved thesis topic take this intensive writing workshop in which they come together with their peers and an experienced faculty leader to discuss each other’s work in progress, learn how to provide constructive criticism, and develop an appreciation for inquiry as a collaborative process. The faculty leader offers professional advice on the process of self-editing and revising. The goal is for the developing scholar to sharpen research strategies, work out ideas and arguments, and produce a piece of polished writing that will appeal to a wide audience of educated readers.

Elective Areas of Study

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

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

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

4. Media and Culture:
The slow 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 address the classics of media theory as well as pressing questions about contemporary media and culture.

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

After completing 27 credits, students are required to submit a five-page précis of their thesis in progress and must, if they have not already done so, take the Proseminar workshop.

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

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

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

- Exploring Single Women in *Sex and the City* and Beyond
- 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
- Greed, God, and Gifts: Philanthropic Foundations and Their Role in American Society
- Franz Kafka and Hannah Arendt's Image of Totalitarianism
- Futurism, Fascism, and Henri Bergson's Philosophy of Time

- The Concept of Self-Government in Jefferson Davis and Abraham Lincoln
- Jewish Identity Today: Israel and the Issue of Intermarriage
- Constructing Taste: Forecasting Services and the Sociology of Fashion
- Allegories of Laughter in Baudelaire, Freud, Bataille, and Kundera
- Biblical Imagery in Nietzsche's Zarathustra
- Tap Dancing and Hip-Hop: Two Urban Art Forms
- Anticommunism in Action: The American Jewish Committee Reacts to the Rosenberg Execution
- Arthur Danto's Interpretation of Andy Warhol
- The Body Politic in Walt Whitman's Poetry
- The American Legion and the Origins of the G.I. Bill
- Richard Rorty's Concept of the Self

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

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

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

The following courses are offered in 2013–2014. All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online.

Fall 2013

GLIB 5112 Cultural Criticism
Melissa Monroe

GLIB 5141 Current Controversies in Critical Theory
McKenzie Wark

GLIB 5144 The World of the Ballet Russes
Jed Perl

GLIB 5145 Women’s Intellectual History
Gina L. Walker

GLIB 5146 Women in the Avant-Garde
Terri Gordon

GLIB 5104 Concept of Culture
Elzbieta Matynia

GLIB 5135 Politics and the Novel
Robert Boyers

GLIB 5140 Science, Technology and Design
McKenzie Wark

GLIB 5146 Women in the Avant-Garde
Terri Gordon

GLIB 5201 Aesthetics: Philosophy of Art
Paul Kottman

GLIB 5280 Jean Jacques Rousseau
James E. Miller

GLIB 5283 Language and Self in Modern Literature
Melissa Monroe

GLIB 5304 Globalization and the Politics of Memory
Elzbieta Matynia

GLIB 5402 Arts Criticism
Elizabeth Kendall

GLIB 5840 Woolf, Beauvoir, Weil
Laura Frost

GLIB 6301 Proseminar
Melissa Monroe

GLIB 6990 Independent Study

GLIB 6991 Internship
Laura Frost

GLIB 6992 Curricular Practical Training
Laura Frost

GLIB 6994 Inter-University Consortium
Ellen Freeberg

Spring 2014

GLIB 5104 Concept of Culture
Elzbieta Matynia

GLIB 5135 Politics and the Novel
Robert Boyers

GLIB 5140 Science, Technology and Design
McKenzie Wark

GLIB 5146 Women in the Avant-Garde
Terri Gordon

GLIB 5201 Aesthetics: Philosophy of Art
Paul Kottman

GLIB 5280 Jean Jacques Rousseau
James E. Miller

GLIB 5283 Language and Self in Modern Literature
Melissa Monroe

GLIB 5304 Globalization and the Politics of Memory
Elzbieta Matynia

GLIB 5402 Arts Criticism
Elizabeth Kendall

GLIB 5840 Woolf, Beauvoir, Weil
Laura Frost

GLIB 6301 Proseminar
Melissa Monroe

GLIB 6990 Independent Study

GLIB 6994 Inter-University Consortium
Tsuya Yee
True to its origins, The New School for Social Research encourages its faculty and students to address issues of fundamental social importance, such as democracy, human rights, and social policy formation. The division hosts a number of research centers and publications devoted to interdisciplinary exploration and debate of just such issues.

**Research Centers and Journals**

The multidimensional activities of the Center for Public Scholarship include the flagship journal of the New School for Social Research, *Social Research: An International Quarterly* (see page 47). The Journal Donation Project and Endangered Scholars Worldwide initiatives are described in detail below.


The center also hosts a Public Voices lecture series, which brings speakers of the caliber of Russell Feingold, Steven Pinker, Robert Lifton, Nicholas Eberstadt, William Galston, Chen Guangcheng, and Barney Frank to the New School to address urgent policy issues of the day.

In the aftermath of Superstorm Sandy, the center convened a university-wide Coalition to Confront Climate Change Challenges in Cities (C6) to initiate and amplify university activities that address urban resilience and climate change mitigation in issues of design, the built environment, public policy, and in social change. Visit www.newschool.edu/climate-change.

Learn about the Center for Public Scholarship’s ongoing activities and upcoming events on tour websites.

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**Journal Donation Project**

The Journal Donation Project (JDP) was launched in 1990 by Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology and editor of the journal *Social Research*. The mission of the JDP is to help institutions of higher learning in countries that for political and/or economic reasons have been unable to do so on their own, to create major research and teaching libraries with current, high-quality journals published in the West. The journals connect scholars, students, and professionals with current research and debate, and link them to the global intellectual community.

The project began in response to the critical need for this material in the former Soviet Union and in Eastern and Central Europe, where it had been unavailable for almost 45 years. The JDP library network currently includes almost 250 libraries in over 30 countries, including Turkmenistan, Myanmar, Russia, Ghana, Nigeria, Tanzania, Uganda, Vietnam, Indonesia, Cuba, and countries throughout the former Soviet Union and Eastern and Central Europe.

The JDP is currently funded by the Ford Foundation, Newman’s Own Foundation, and the Open Society Foundation (OSF) for our work in Cuba. OSF also funds work in Myanmar and Turkmenistan. Past funders include the Carnegie Corporation of NY, Atlantic Philanthropies, MacArthur Foundation, Ford Foundation Hanoi, Soros Foundation, Andrew Mellon Foundation, United States Information Agency, Smith Richardson Foundation, Eurasia Foundation, Christopher Reynolds Foundation, and Samuel Rubin Foundation. Until 1995, the JDP was based entirely on the donation of subscriptions by publishers and editors. In 1996, however, a reduced-cost subscription program, introduced by participating publishers, enabled us to provide journals to libraries at a significantly reduced rate. Currently, almost 200 publishers participate in the project, and the number of publishers continuously increases. JDP libraries receive approximately 5,000 journal subscriptions annually. The total value of the journals sent since 1990 is approximately $20 million. Today, the JDP represents a major international library assistance program, offering more than 5,000 English-language journals to a vast network of libraries. These journals are among the best in the social sciences, humanities, law, public policy, business, medicine, technology, science, agriculture, arts, and architecture. Additionally, nearly 90 percent of the print titles are accompanied by complimentary electronic subscriptions.

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**Journal Donation Project**

The New School for Social Research

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Endangered Scholars Worldwide

Endangered Scholars Worldwide (ESW) is an initiative founded on the conviction that academic freedom and freedom of inquiry are basic human rights. We are dedicated to raising public awareness of the plight of intellectuals, academics, researchers, and students around the world who have been threatened, silenced, or imprisoned for simply doing their scholarly work or speaking out against the injustices around them, and providing the means for the public to offer support.

Our mission recalls and honors the work of The New School’s first president, Alvin Johnson, who in 1933 initiated a historic effort to rescue scholars and intellectuals from the ravages of Nazism in Europe. Some of these refugees became the founding scholars of the University in Exile, constituting what became known as the Graduate Faculty of Political and Social Science, now called The New School for Social Research. A year later, this faculty launched Social Research in keeping with Johnson’s conviction that every true university must have its own public voice. ESW was founded in 2008 by Arien Mack in response to the wrongful imprisonment of a New School colleague and Social Research author. The initiative publishes a regular feature in Social Research (more information on page 47 of this catalog), and maintains a web site with sample letters and petitions. It also holds periodic events designed to call the public’s attention to issues of academic and intellectual freedom and sponsors the University in Exile Scholar-in-Residence Fellowship.

Website: www.newschool.edu/cps/endangered-scholars

University In Exile Scholar-In-Residence

In 2009, building on the energy generated by Endangered Scholars Worldwide and in commemoration of the 75th anniversary of the University in Exile, The New School established a fellowship to provide a temporary academic home at the university to a foreign scholar who faces persecution in his or her home country. This program is funded by gifts from The New School’s board of trustees and by support from the Scholar Rescue Fund. For more information or to make a donation, contact:

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www.attachmentresearch.com
**HANNAH ARENDT CENTER**

Hannah Arendt, one of the most influential philosophers of the 20th century, held the title of University Professor at The New School from 1967 until her death in 1975. The Hannah Arendt Center was established in 2000 to preserve her legacy and foster the active participation of scholars in public life that she exemplified. A major project of the center has been digitizing the vast collection of papers that Professor Arendt bequeathed to the U.S. Library of Congress, a task made possible by a grant from the Andrew W. Mellon Foundation. The New School’s Fogelman Library is one of three sites worldwide that offer online access to the entire archive.

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**HUSSERL ARCHIVES**

Established in 1966 in the Department of Philosophy in memory of Professor Alfred Schutz, the Husserl Archives is a research center devoted to phenomenology and phenomenological philosophy. The center possesses a limited collection of copies of transcriptions of Husserl’s unpublished writings (made from the originals in the Husserl Archives in Leuven, Belgium). The center’s activities include organizing research groups, summer schools, seminars, and Internet projects.

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**INTERNATIONAL CENTER FOR MIGRATION, ETHNICITY, AND CITIZENSHIP**

The International Center for Migration, Ethnicity, and Citizenship (ICMEC) is a collaborative undertaking involving scholars and researchers from The New School and other New York-area universities that engages in interdisciplinary scholarly research, public policy analysis, graduate and undergraduate education bearing on international migration, refugees, and the incorporation of newcomers into host societies. Founded in 1993, the center conducts research and policy analysis concerning the causes of migration and refugee flows, the effects of immigration and emigration on the politics and policies of sending, transit and receiving countries, the global governance of migration, and the implications of these phenomena for contemporary notions of sovereignty and citizenship. The center hosts conferences, workshops, and community forums at The New School to bring together international and area scholars, practitioners and policymakers to develop collaborative projects, and create spaces that promote dialogue on migration. For more information about the Center’s activities, visit the website, www.newschool.edu/icmec.

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**JANEY PROGRAM IN LATIN AMERICAN STUDIES**

Ongoing struggles over social justice, equality, human rights, and political liberty in Latin America resonate deeply at The New School for Social Research, reflecting many of the concerns that led to the founding of the University in Exile in 1933 and continue to inform and energize this institution. The Janey Program in Latin American Studies was established in 1991, with generous support from Daniel and Susan Rothenberg, as a way of linking these concerns to the academic life of The New School. The Janey Program supports fellowships for graduate students from Latin America and the Caribbean, summer fellowships for fieldwork and research in Latin America and the Caribbean, an annual conference, annual lectures, and talks and presentations and occasional visits to The New School or Social Research by scholars from Latin America. The program’s ongoing monthly workshop, Latin America: History, Economy, and Culture, provides an interdisciplinary space for students and faculty from the Inter-University Doctoral Consortium and for visiting scholars to present and discuss ongoing research. For more information about the activities of the Janey Program, visit the website, www.newschool.edu/nssr/janey-program.

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The Schwartz Center for Economic Policy Analysis (SCEPA) is the economic policy research arm of the Department of Economics at The New School for Social Research. Made possible by a generous donation by Irene and Bernard L. Schwartz, SCEPA’s mission is to focus the public economics debate on the role government can and should play in the real productive economy — that of business, management, and labor — to raise living standards, create economic security, and attain full employment. Our team of faculty and research associates works from the broad and critical perspectives representative of The New School’s department of economics, including post-Keynesian, neo-classical, classical and institutionalist schools of thought.

SCEPA’s leadership includes Director Teresa Ghilarducci, a leading expert on retirement security; Will Milberg, a national expert on supply chains and labor market outcomes; and economist and statistitian Joelle Saad-Leless, an expert in econometric modeling, statistical programming, and data analysis.

SCEPA works to empower policy makers to create positive change. With a focus on collaboration and outreach, the center provides scholars, non-profits, and government officials with original, standards-based research on key policy issues. We also partner with non-partisan advocates and foundations to engage the public, opinion leaders and elected officials in the discussion of how to create a more stable, equitable, and prosperous economy.

Current projects include the Guaranteeing Retirement Income Project on retirement security; the Deficit Commission Project, an online investigation of deficit reduction proposals; the Future of Economics, a project tracking the post-recession discourse on changes to economic study; and Economics of Climate Change, a research project on effective climate change policy in light of the United States’ fragile economy and the post-Copenhagen tensions between developed and developing countries.

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Building on the interdisciplinary tradition of the New School for Social Research, the Transregional Center for Democratic Studies (TCDS) creates and conducts cross-departmental programs for graduate or advanced undergraduate students (public events, workshops, conferences, and summer institutes). The mission of the institute is to facilitate research and debate on the challenges of democracy and democratization and related issues of development, citizenship, and intercultural conversation in the era of globalization. The institute’s research centers on the globalized public sphere and the emergence of autonomous publics. TCD seeks to nurture citizen-researchers concerned with the ways in which their societies, embedded in specific cultural and historical contexts, pursue solutions to problems that all contemporary societies have in common. By creating a vibrant and durable transregional community of students and faculty engaged in mutual learning and the sharing experiences, the institute works to shorten distances between geographically or culturally distinct regions. TCDS programs are also aimed at building bridges between academic research and the real world of democratic practice, where policies and local strategies are designed and civic innovation comes to life. Students who participate in TCDS activities, graduates and undergraduates from the New School and regional institutions, are expected to shares this commitment to integrate academia and civic life in their respective societies.

TCDS is currently active in two regions: Eastern Europe and Southern Africa, that are sites of ongoing democratic transformations and where the vulnerability of democracy to illiberal solutions and even violence is very apparent. The flagship program is the regionally-based Democracy & Diversity Institute, held annually in Johannesburg, South Africa (January) and Wroclaw, Poland (July). Each is an intensive three-week program of study, where up to 40 civic-minded young scholars from the New School and the region, engage in a rigorous study of the challenges to democracy in the contemporary world. New School students can earn academic credits for Democracy & Diversity seminars, and local participants receive certificates.

For more information, follow the blogs: blogs.newschool.edu/tcds

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**Journals**

**Constellations: An International Journal of Critical and Democratic Theory**

This international peer-reviewed quarterly publishes the very best in contemporary political and social theory. Its editorial perspective is rooted in the Frankfurt School tradition of critical theory, but it brings together a plurality of perspectives, including those from the Continental and Anglo-American traditions. Constellations publishes articles by internationally-known scholars and interesting newcomers. Notable contributors have included Richard Bernstein, Jean Cohen, Rainer Forst, Cristoph Menke, Clauss Offe, Pierre Rosanvallon, Jacques Derrida, Jürgen Habermas, Axel Honneth, and Ernesto Laclau. Twice a year, the journal staff hosts editorial meetings on topics of academic and or political policy interest, which graduate students are welcome to attend.

To learn more and submit articles for publication visit the Constellations website, hosted by the publisher, Wiley-Blackwell.

Editors: Andrew Arato, Andreas Kalyvas, Amy Allen
Managing Editor Ertug Tombus; ertugtombus@gmail.com

Constellations:
Department of Sociology
The New School for Social Research
6 East 16th Street
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Email: irz1@columbia.edu
Telephone: 212.229.8920; Fax: 212.229.9217

**Graduate Faculty Philosophy Journal**

This semi-annual professional publication provides a forum for scholars engaged with the history and traditions of philosophy, and notable past contributors include Hans-Georg Gadamer, Jacques Derrida, Jürgen Habermas, and Reiner Schümann. The journal is edited and produced by graduate students in the Department of Philosophy. For more information and to submit articles for publication visit the website at www.newschool.edu/nssr/GFPJ.

Editorial board: Alexis Dianda, Robin M. Muller, Anna Strelis

Graduate Faculty Philosophy Journal
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**International Journal of Politics, Culture, and Society**

This quarterly provides a venue for articles and reviews that focus on the intersections of nations, states, civil society, and global institutions. The editors are concerned with the interplay of macroscopic and microscopic structures and processes, including changing configurations of ethnic groups, social classes, religions, and personal networks; and the impact of social transformations, including new technologies of communication and media, on public and private life. The journal is drawn to the connection of theoretical ideas to normative concerns. Its content is interdisciplinary in orientation and international in scope. For more information and to submit articles for publication, visit the website hosted by the publisher, Springer Publishing Company, www.springer.com/journal/10767/edboard.

Editors: Jeffrey Goldfarb, Elzbieta Matynia, Vera Zolberg

Managing Editors: Lindsey Freeman, Arun Hsiao, Jeffrey Zimmerman

**The New School Psychology Bulletin**

This semi-annual publication is an open-access, peer-reviewed academic journal edited by graduate students and dedicated to publishing graduate students’ academic writing. The journal fosters the scientist-practitioner model by highlighting diverse empirical research in all fields of psychology. Articles include original research papers, reviews of recent empirical literature, and critical commentary. NSPB was launched in 2003 by the Department of Psychology to encourage students at the New School for Social Research to engage in publishing and peer-review as part of their professional training. Today, it is a leading graduate student journal, and its editorial board includes reviewers from all over the world. The NSPB model of extra-curricular training for graduate students in peer review and publishing has been recognized by the APA. Learn more, read current and back issues, and submit articles for review at www.nspb.net.

Editors: Michael Kinsey, Lauren Knopf

The New School Psychology Bulletin
The New School for Social Research
80 Fifth Ave., room 504
New York, NY 10003
Email: editors@nspb.net
Social Research: An International Quarterly

This award-winning journal has been mapping the landscape of intellectual thought since its founding in 1934 by the University in Exile scholars of the New School. All issues are theme-driven and combine historical analysis, theoretical explanation, and reportage by leading scholars and thinkers. Articles in the journal cover the humanities as well as the social sciences, promoting the interdisciplinary ideas that have characterized The New School for Social Research since its inception. Our conference series was launched in 1988 by Professor Arien Mack, who has edited Social Research since 1970. Now presented in association with the Center for Public Scholarship, Social Research conferences aim to enhance public understanding of critical and contested issues by exploring them in broad historical and cultural contexts. The proceedings of all conferences are subsequently published as special issues of the journal.

Since 2008, each issue of Social Research has included “Endangered Scholars Worldwide.” In each column we publicize the names and plights of scholars, researchers, and students around the world who have been unjustly imprisoned, and propose actions for readers to take on their behalf. Each issue includes both new cases and updates on cases being tracked. Sample letters and petitions are available on the Endangered Scholars Worldwide website (see page 43).

Arien Mack, Editor
Cara Schlesinger, Managing Editor
Social Research: An International Quarterly
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New York, NY 10011
Telephone: 212.229.5776 Fax: 212.229.5476
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Website: www.socres.org

ADMISSION

The New School for Social Research admits students to graduate study based on academic achievement and evidence of strong motivation and leadership potential as revealed in their applications. A baccalaureate degree from a 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 can be admitted contingent upon completion of the bachelor’s degree.

All applicants must also meet the admission requirements of the department or committee with which they plan to study, which are described in the individual department sections of this catalog.

Students hoping to earn a PhD usually must apply to a master’s program and, upon completing the master’s degree, may be admitted to doctoral study at the discretion of the department. In some departments, students who already hold a comparable master’s degree may apply for advanced standing in a master’s program and seek acceptance to the PhD program after fulfilling some minimum course requirements in residence at The New School for Social Research. In other departments, students with comparable master’s degree can apply for direct entry to a PhD program.

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

www.newschool.edu/admission

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

Contact Information
For more information about The New School for Social Research, add your name to our mailing list or contact New School for Social Research liaison Henry Watkin, Associate Director (WatkinH@newschool.edu)

Office of Admission
The New School for Social Research
72 Fifth Avenue, 3rd Floor
New York, NY 10011
phone: 212.229.5710 or 800.523.5411 (toll free in the U.S.)
fax: 212.989.7102
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 and on Fridays from mid-June to mid-August.
Readmission

Any student who withdraws from or is dismissed from a program of study and seeks to return to the university is required to apply for readmission. This includes cases where the student took a leave of absence or withdrew from his/her program without completing the official Exit form; took a leave for which the student applied but which was not approved; or was approved for a leave of absence but did not return to the university within the approved time frame. If readmitted, the student must pay a readmission fee equivalent to the maintenance of status fee for four semesters (based on registrar's fee schedules for the four semesters immediately preceding the student's resumption of studies) plus course tuition or maintenance of status fee and other registration 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 are available online. Regular admission policies and deadlines apply.

APPLICATION PROCEDURES AND POLICIES

The New School requires prospective students to submit their applications online. Links to all the forms and instructions can be found on the New School for Social Research website, www.newschool.edu/nssr. Prospective students who encounter difficulties with the online application should contact the office of admission for assistance.

All applicants to The New School for Social Research must provide three letters of recommendation, preferably instructors with whom the applicant has previously studied, official transcripts from every college and university previously attended, and a sample of academic writing, all of which are described in detail in the online application instructions. Applicants who are U.S. citizens or permanent residents are required to take the Graduate Record Examination (GRE), General Test only (subject tests are not required). Educational Testing Service (ETS) should report the GRE score to institution no. 2501, The New School for Social Research. Exception: Applicants who received their bachelor's degree (or equivalent) five or more years prior to applying are not required to take the GRE.

Application Deadlines: New students are admitted for fall and spring semesters. The deadlines for receipt of all application materials are August 1 for fall semester and October 15 for spring semester. Priority application deadline for prospective students who wish to be considered for admission and special scholarships is January 15 for the next fall semester. Applications completed after January 15 are considered for fellowships and scholarships on a rolling basis. Applications are not considered complete until all the information requested in the application instructions has been received by the office of admission.

Deferral Policy: The New School for Social Research permits deferral of admission only in very exceptional cases. Admitted students who wish to petition for a deferral must send an email or letter to Robert MacDonald, the director of admission, stating the reason why they need to postpone their enrollment. Petitions are reviewed on a case by case basis, and replies are sent by e-mail.

Unless a deferral is granted, an admitted student who cannot enroll in the semester for which he or she was admitted and who wishes to enroll at another time must reapply. Application materials are held for one year, and previously admitted students who reapply within a year may use the same transcripts, test scores, and other materials already submitted. They must, however, submit a new application form and pay a new application fee. An applicant may substitute new materials for any materials previously submitted. While previous admission is not a guarantee of admission in a subsequent year, it is generally a good indicator of admissibility. Questions about reapplication should be directed to the Office of Admission.

All materials submitted as part of any application for admission become the property of The New School and will not be returned to the applicant nor transmitted to a third party. Applicants are strongly encouraged to make copies of all documents for their personal records.

Applicants With Foreign Credentials

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

International Students

The New School is authorized by the federal government to enroll non-immigrant alien students. Once an international applicant has been admitted to the university and provided documentation of financial support and English language proficiency, The New School will issue an I-20 or DS-2019 form. These forms allow the student to obtain an F-1 student visa or a J-1 exchange visitor visa for entry into the United States. International students coming to the United States must have a proper visa before they will be permitted to register. Consult with an admission counselor about visa requirements before you apply for admission.

Because of the time required to obtain a visa, an international application is unlikely to be processed if received less than two months prior to the start of term for which the application is submitted. Applications for the fall semester must be submitted by July 1 unless the New School admission officer gives special permission for a later deadline.

English Language Competency

All applicants must complete all correspondence and forms in English. TOEFL Requirement: All international applicants except citizens of the UK, Ireland, Australia, New Zealand, Canada, or South Africa whose native language is not English must provide a score report for the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service (ETS). The TOEFL score report must be submitted directly to The New School by ETS—the institution code for The New School for Social Research is 2501. A minimum score of 100 on the iBT, 250 on the computer-based exam, or 600 on the paper-based exam is required for admission to graduate study. Applicants who have taken the Cambridge International English Language Testing System (IELTS) examination may submit this result in lieu of TOEFL if the aggregate IELTS score is 7.0 or above. Previous education at an institution where the language of instruction is English, whether in the United States or abroad, does not exempt a student from the TOEFL requirement.
English Language Writing Diagnostic Examination: Students whose native language is not English, regardless of their TOEFL scores, must take a short writing placement test after they first arrive at The New School. Depending on the results of the examination, they may be required to take one or two semesters, at no cost, of a noncredit academic writing course. Note: Students who have been exempted from this course often choose to audit it.

Visiting Students

Every year, The New School for Social Research accepts a small number of highly qualified scholars enrolled in graduate programs outside the United States as visiting students. Visiting students are expected to register for the equivalent of a full-time course load, three courses (nine credits) per semester for either one or two semesters. A visiting student subsequently admitted to a degree program at The New School for Social Research can petition to have the credits earned as a visiting student applied to the degree requirements. Visiting students are not eligible for New School fellowships and scholarships unless they are part of an official exchange agreement between The New School for Social Research and a foreign university or funding program. Application forms and instructions are available from the office of admission. All transcript, TOEFL, and visa requirements apply. Because of the time required for processing documents, visiting student applications cannot be considered unless all documents are received at least two months prior to the start of the academic term for which the application is submitted.

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. The non-degree application form and instructions are available online at www.newschool.edu/nssr under Admission and Apply. A student in non-degree status may not register for more than two consecutive academic terms and is limited to two courses in any one term and three courses altogether (two in one term and one in another). Non-degree registration for any 6000-level course requires pre-approval from the course instructor. Non-degree students register for courses through the Office of Admission (socialresearch@newschool.edu or 212.229.5710). Non-degree students who wish to register for a second term must obtain department approval for the course(s) they plan to take and submit a new non-degree application listing the course(s). They are not required to resubmit other application documents or pay another application fee. A non-degree student who takes only one course in each of two terms, may not register for a third term.

Non-degree students are subject to the same academic expectations and evaluation as other students in graduate-level courses. They may audit one course a term, but only if they also take at least one course for credit in the same term. An Audited course counts toward the 3-course limit to which a non-degree student is subject. Non-degree students have full privileges at New School libraries, academic computing, and other academic facilities. A non-degree student who is subsequently admitted to a New School degree program can may petition to have credits earned as a non-degree student applied to the degree requirements.

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

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

Students can apply to the bachelor’s/master’s program at any time during their undergraduate study, but must have completed 60 credits toward their bachelor’s degree with a minimum GPA of 3.3 before they can start taking graduate courses. A grade of 3.0 or above is required to transfer swing credits for any course. The student petitions to transfer the credits after matriculating in the master's program. In no other case will graduate credit be awarded retroactively for graduate-level courses taken as an undergraduate.

BA/MA students are expected to go directly into the master’s program. They are allowed a break of not more than two semesters between finishing the BA and starting the MA, and the graduate credits earned at the undergraduate level are included in the five-year time limit for completion of the master’s degree.

Transferring Credits from Other Institutions

The New School accepts transfer credits from regionally-accredited institutions provided the courses are similar to courses offered by The New School. Coursework from non-regionally-accredited institutions is evaluated on a case-by-case basis, and students may be asked to provide course syllabi, portfolios, and other pertinent documentation. Evaluation of transfer credit for graduate students is handled through their academic department or program. A Transfer of Credit Petition must be submitted after a student has matriculated at The New School. Once the student’s department has approved the petition, the registrar’s office will post the transferred credits to the student's transcript.

Normally, courses approved for transfer cannot be used to meet specific area of study requirements. The New School does not transfer grades or grade points from other schools. Only credits are transferred. A student who wishes to use a transferred course to waive a specific area of study requirement, should consult with the program chair or director and provide a course syllabus for review.

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

For specific policies of The New School for Social Research, see Academic Programs and Policies (page 7).
Immunization Requirements

New York State requires that matriculated students enrolling for six or more credits (including equivalency credit) who were born on or after January 1, 1957, provide the university with documentation of their immunity to measles, mumps, and rubella. All students must also affirm that they have read the material distributed by the university on meningococcal disease and either plan to get an immunization, have documentation of having had a meningococcal immunization, or decline the immunization in writing. All new students receive in their admission packet an immunization and meningitis documentation form that must be completed and submitted prior to registering for classes. Students who do not submit the form will not be allowed to register. Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted at www.newschool.edu/studentaffairs/health.

FINANCIAL INFORMATION

Tuition is charged per credit. The 2013–2014 tuition for courses at The New School for Social Research is $1,820 per credit. The charge to maintain status is $1,160 per semester. The fee to audit a course is $80 per credit. Most courses require the purchase of books. In some cases, students will incur additional costs for necessary materials or equipment. In addition:

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

• A fee of $8 per semester supports the Student Senate.

In fall and spring terms, students are charged a Health Insurance fee ($1,055 for fall 2013; $1,547 for spring 2014) and a Health Services fee ($305 per semester in 2013–2014). Graduate students may waive these fees by completing the Online Waiver form by the waiver deadline.

Note: Tuition and fees rates apply only for the academic year cited. The New School reserves the right to alter tuition and fees without notice. Current fee schedules are published on the website at www.newschool.edu/tuition.

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

STUDENT FINANCIAL SERVICES

The New School for Social Research offers a wide range of financial assistance based on need and academic merit. Financial support from public and private sources is available in the form of scholarships, fellowships, assistantships, stipends, federal loans, and federal work-study. Some of these sources limit assistance to U.S. citizens and permanent residents. Others are available to all matriculated students. Financial aid is generally provided only to full-time students (defined as at least nine credits per semester) to support study during the academic year (fall and spring semesters). Equivalency credits do not qualify students for tuition scholarships. Federal government assistance requires a minimum of six credits per semester. Students who wish to receive financial aid for summer session courses must file a Summer Aid Application to the Office of Student Financial Services.

Note: Student financial aid spent other than to pay university tuition and fees is considered taxable income by the U.S. government.

While the The New School makes every effort to keep annual tuition increases to a minimum, students should anticipate tuition increases from year to year. At the same time, the university is committed to increasing financial aid. In recent years, financial aid often has been increased at the same rate as tuition, and in some years at a higher rate. However, this does not mean that the full tuition increase in any year has been or will be matched dollar-for-dollar by the increase in financial aid. Continuing students who apply for financial aid by the application deadline, take a full course load, and maintain satisfactory academic progress, can expect to have their awards renewed annually until they complete the degree for which they were admitted.
At The New School, student accounts are managed by the Office of Student Financial Services. Services include billing and a comprehensive program of financial services for degree students including significant institutional scholarship support to eligible students on the basis of merit and need. There is also a monthly payment plan so that students can pay their fees in installments over the academic year. Student Financial Services works with students and families of all income levels to explore financing options. Eligible students can apply for assistance under the following federal, state, and institutional aid programs. For more information about government-supported programs, visit the website of the U.S. Department of Education, www.studentaid.ed.gov. Complete information about tuition and fees, educational expenses, billing and payment, and rules and regulations governing aid eligibility is available online at www.newschool.edu/studentfinancialaid or by contacting the office.

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

Need–Based Scholarships and Grants

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

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

Work Programs
Federal Work-Study Program
Departmental and university teaching assistantships

Other Financial Aid Programs

Veterans Benefits

Federal aid to Native Americans

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

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

How to Apply for Financial Aid

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

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

Estimated Cost of Attendance and Determining Eligibility

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

Typical School Year Expenses (based on the 2012–2013 Academic Year)

Full-Time On-Campus Resident (9 credit/semester)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition</td>
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<tr>
<td>Based on 9 credits in fall term and 9 in spring term. (Additional credits are charged at $1,820 per credit.)</td>
<td></td>
</tr>
<tr>
<td>University Services Fee</td>
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<tr>
<td>Student Senate Fee</td>
<td>$16</td>
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<tr>
<td>Student Health Insurance</td>
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<td>Health Services Fee</td>
<td>$610</td>
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<tr>
<td>Room*</td>
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<tr>
<td>Board**</td>
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<tr>
<td>Personal Expenses**</td>
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<td>Transportation**</td>
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<tr>
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<tr>
<td>TOTAL</td>
<td>$57,154</td>
</tr>
</tbody>
</table>

*Average; campus housing charges vary (includes the annual nonrefundable $250 deposit).
**Estimates; actual expenses will vary.
Maintaining Eligibility for Institutional Financial Support

Students whose scholarships cover 15–33 percent of their tuition costs are expected to maintain a term and cumulative GPA of at least 3.4, and those whose scholarships cover more than 33 percent of their tuition costs are expected to maintain a GPA of at least 3.6. The minimum GPA requirement for recipients of Prize, Dean’s, and University Fellowships is 3.7. Students become ineligible for continued financial support if they do not complete their courses in a timely manner—scholarship recipients can have no more than one-third of attempted credits incomplete and must comply with the policy deadline of one year to make up any incomplete. The New School seldom able to provide institutional financial awards to cover doctoral candidacy fees or tuition for students enrolled in other than full-time course work.

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

Federal Income Tax Information

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

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

FELLOWSHIPS, SCHOLARSHIPS, ASSISTANTSHIPS, AND OTHER AWARDS

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

For more information, visit the New School for Social Research website.

New Students: Students who wish to be considered for scholarships and fellowships must submit an application for scholarship support along with their application for admission to The New School for Social Research. Awards are based on a review of the complete application. If a scholarship is awarded, the amount will be indicated in the official letter of acceptance to the program. Those who complete the application process by January 15 will be considered for New School Prize Fellowships and Dean’s Fellowships. Applications received or completed after January 15 will be considered for other forms of financial assistance on a rolling basis.

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

Teaching Assistantships

Continuing students in good academic standing are encouraged to apply for a limited number of teaching assistant positions at the university. Information about departmental assistantships in The New School for Social Research is available in the Student Academic Affairs office in early spring semester for the next academic year. The university offers opportunities for eligible graduate students to teach selected undergraduate courses. Information is available in early spring semester from the Office of the Provost for the next academic year.

Prize Fellowships

A limited number of Prize Fellowships are awarded to students with distinguished records who have been approved for graduate studies. Prize Fellowships provide full tuition and a monthly stipend and are intended to allow recipients to devote themselves full time to graduate study. These fellowships recognize special accomplishment and are renewable for up to four years subject to annual review.

Dean’s Fellowships

In most years, The New School for Social Research awards at least one Dean’s Fellowship in each department to an incoming student of distinguished record. The fellowship provides full tuition and is renewable for two years (MA students), three years (PhD students), or five years (clinical psychology PhD students) subject to annual review. In 2003, the Dean’s Fellowship in Philosophy was named the David Whitaker Memorial Scholarship in Philosophy in memory of the late David Whitaker, a gifted philosophy doctoral student and a valued university employee.
University Fellowships

A small number of fellowships, providing full tuition support for one year, are awarded to students who have completed at least one semester at The New School for Social Research in recognition of outstanding academic work. University Fellowships are awarded annually by the Committee on Admissions, Awards, and Scholarships.

The Statue Foundation Fellowships in Clinical Psychology to Promote Diversity in Clinical Psychology at The New School for Social Research

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

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

To fulfill this mission, fellows are expected to organize colloquia, community, and/or departmental events relevant to these topics; conduct at least two presentations (on relevant research or clinical practice topics) to the department, university, or as part of a professional conference; and serve on the psychology department’s diversity committee. Fellowship recipients are also encouraged to collaborate with faculty on research that is culturally grounded and relevant to the specific concerns and issues of underserved communities. 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.

Janey Summer Research Fellowships

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

Named Fellowships

The following fellowships are provided through the generosity of individual donors and are generally awarded as Prize, Dean’s, and University Fellowships or as partial tuition scholarships.

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

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

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

Walter and Vera Eberstadt Prize Fellowships

These are merit fellowships available to students pursuing degrees in economics, politics, philosophy, or historical studies. Each fellowship covers full tuition and a stipend and is renewable for up to three years subject to annual review.

Ernestine Bradley Fellowship Fund

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

Holocaust Memorial Fellowships

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


Deborah Mitchell Fellowship

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

Ira Katzenelson Fellowship

The New School Board of Trustees established this fellowship in 1990 in honor of Ira Katzenelson, dean of The New School for Social Research (then the Graduate Faculty of Political and Social Science) from 1983 to 1990. This fellowship is awarded annually to one student in the division in recognition of outstanding academic achievement.
Alexander and Ilse Melamid Fellowship
This endowment, established by a gift from Alexander Melamid (PhD in economics, 1951) and Ilse Melamid, a former registrar of the division, funds one Prize Fellowship and one dissertation fellowship annually.

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

Chiune Sugihara Fellowship
Established in 1995 with a gift from university trustee Vera G. List, a university trustee, this fellowship honors the memory Chiune Sugihara, who saved many Jews from the Holocaust.

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

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

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

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

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

Reiner Schürmann Memorial Scholarship
This scholarship in memory of Professor Reiner Schürmann is awarded annually to an outstanding student in Philosophy.

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

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

Fellowships and Scholarships for International Students
In addition to the fellowships and scholarships listed above, The New School for Social Research offers a number of scholarships reserved for international students. Except as indicated, separate application is not required. All incoming students who are not citizens or residents of the United States whose applications for admission are complete by December 15 are considered for all awards. In most cases, these awards are given to students who are also receiving other fellowships or scholarships. Note: International students who qualify for financial aid are advised that the amount awarded rarely meets the full cost of tuition and never matches the full cost of living expenses. All foreign applicants are urged to research all sources of aid from government and private organizations in their own countries before leaving home, since it is difficult to obtain funding after arrival in the United States. Also, they should not expect to obtain university employment, as such opportunities are very limited. In addition, all fellowship or scholarship monies from U.S. sources that are not designated for university tuition or fees, such as stipends, travel grants, and research grants, are subject to a 14 percent U.S. income tax withholding unless, on the basis of a tax treaty, the student is exempt from U.S. income taxes.

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

Dorothy Hart Hirshon Fellowship
Established by the board of trustees of the university in honor of Dorothy Hirshon, chairman of the board from 1980 to 1985, in recognition of her enduring commitment to the ideals of the University in Exile, the Hirshon Fellowship is awarded annually to support graduate study in any program of The New School for Social Research by a student from a nation in which intellectual freedom is threatened or abridged.

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

Katarzyna Kalwinska Fellowship
This fellowship was endowed by the university trustee Vera G. List in honor of Katarzyna Kalwinska, a Polish citizen, for her heroism in 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 compatriots and all mankind.
Vera G. List Fellowship
This fellowship, named for late trustee Vera List, is awarded annually to a student from the Netherlands. A panel of distinguished scholars from Dutch universities nominates candidates from among their countrymen who have been admitted to any program at The New School for Social Research. For more information or to apply, contact Netherlands America Commission for Educational Exchange, Herengracht 430, 1017 BZ Amsterdam, Netherlands; telephone 31 20 53 15 93 0.

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

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

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

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

Thanks to Scandinavia Scholarship
This award is made possible by gifts to the Thanks to Scandinavia Organization from the late university trustee Vera List and others in appreciation for the people in Scandinavian countries who helped rescue Jews from the Holocaust during World War II. Students in any program of The New School for Social Research are eligible. Candidates apply in their home countries through these foundations: Denmark-America Fondet, League of Finnish-American Studies, Sverige-Amerika Stiftelsen, and Norge-America Foreningen.

Frieda Wunderlich Scholarship
Frieda Wunderlich Scholarships are awarded to qualified foreign students in any program at The New School for Social Research. Funds are limited, and awards usually supplement other financial assistance.

Teaching Fellowships
A limited number of teaching fellowships are available for doctoral candidates to teach undergraduate courses at Eugene Lang College The New School for Liberal Arts, Parsons The New School for Design, and The New School for 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.

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

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

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

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

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

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

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

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

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

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

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

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

Special Awards

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

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

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

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

External Funding

The Office of Career Services also assists graduate students in identifying external scholarship and fellowship opportunities. In recent years, students in The New School for Social Research have successfully competed for awards from the Social Science Research Council, Fulbright and Guggenheim Foundations, Fulbright-Hays Program, Wenner-Gren Foundation, National Institutes of Health, Javits Fellowship Program, German Academic Exchange Service (DAAD), American Sociological and Politics Associations, and Association of American University Women, to name a few.

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

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

The office provides links to other external funding databases, such as FastWeb, GrantSelect, and NerdWallet Scholarship Search: www.newschool.edu/nssr/subpage.aspx?id=15270

General website to external funding opportunities: www.newschool.edu/nssr/subpage.aspx?id=15242

STUDENT LIFE

Office of Student Academic Affairs

At The New School for Social Research, the Office of Student Academic Affairs coordinates academic activities across departments and student services such as academic writing assistance and professional development. The office is also a base for student activities designed to promote a sense of community within the division.

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

Orientation of New Students

Each year Student Academic Affairs in conjunction with the university’s Office of Student Development and Activities coordinates orientation activities for new students at The New School for Social Research. An Orientation Guide is mailed to new students in advance of fall and spring semester registration to acquaint them with the university and enable them to schedule events. Fall orientation activities begin during registration week and continue during the first few weeks of the new academic year. Orientation events include meetings about the registration process, financial aid, and student services; panel discussions on graduate study; workshops on building academic communities, teaching, and other professional opportunities and on issues particular to students of color; tours of university facilities and library and computing center orientations; and an orientation for international students focusing on immigration and naturalization issues and international student services. In addition, students are invited to the University Convocation, the President’s Reception, and the Dean’s Reception for faculty, students, and staff. The school’s Student Senate usually schedules an event as well. Orientation activities are held during the first week of spring semester for new students beginning study at that time.

COMMUNICATION WITH STUDENTS

MyNewSchool

MyNewSchool is a customizable Web portal, located at my.newschool.edu, that 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. New students are notified when their MyNewSchool accounts have been set up.

Student Email Accounts

The university administration and academic departments routinely communicate with students through New School email. The university provides every degree or credit-seeking student with a New School email account. Official communications are made to the New School email address only.

Changes of Address and Telephone Number

Students are responsible for keeping their addresses and telephone numbers current with the university. They can update their contact information whenever necessary through MyNewSchool. University correspondence is mailed to the address designated as “official” or emailed to the student’s New School email address.
**The Student Success Network**

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

The Student Success Network enables students to:
- Sign up online for appointments with course instructors and advisors who have posted their office hours
- Schedule tutoring sessions at the Learning Center and with reference librarians
- View support networks for your courses
- Link to student services
- Get referrals and other messages from instructors and advisors

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

**GRADFACTS**

The GRADFACTs blog is published by the Office of Student Academic Affairs and available to all students in The New School for Social Research. In addition to news about academic events such as faculty appointments, conferences, lectures, student activities, etc., it is the best source of up-to-date information about academic deadlines, policy changes, funding opportunities, career services, and other university news. GRADFACTs is published at blogs.newschool.edu/nssr-gradfacts.

**Facebook**


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**STUDENT GOVERNMENT**

**The Graduate Faculty Student Senate**

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

**The Dean’s and President’s Advisory Council**

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

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

**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 seven divisions. 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.newschoolsenate.org.

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**GRADUATE STUDENT ASSOCIATIONS**

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

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

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

**Recognized Student Organizations**

In addition to the academic associations described above, there are more than 35 student organizations recognized by New School Student Services. Visit the student services website for more information.

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**CAREER SERVICES**

The Office of Career Services works with graduate students to help them understand and respond to needs and requirements of academic and professional nonacademic job markets. This includes useful information about the job search process including networking, interviewing, and negotiation techniques. The office also offers assistance with writing curriculum vitae, résumés, and cover and follow-up letters, as well as with creating teaching portfolios, grant proposals, and conference abstracts.

The office offers workshops on where and how to find teaching jobs while working on a graduate degree and entering the academic job market after graduation. Guest speakers and other events introduce students to relevant employment outside of academia for people with advanced degrees in philosophy and social sciences.

The office maintains a lively blog which publishes job listings for both short-term and long-term assignments, professional positions, “survival” jobs, and internships, as well as information about external funding opportunities. More general information and assistance, including an online jobs database hosted by College Central, as well as searchable databases listing teaching institutions, think tanks, nonprofit organizations, social marketing companies and conferences, are also available on the blog.

Blog: blogs.newschool.edu/nssr-career-hub/
Website: www.newschool.edu/nssr/career-services/

**Dossier Service**

NSSR has a partnership with Interfolio to provide letters of recommendation and distribute credentials to potential employers. Students can register for an Interfolio account (www.Interfolio.com) at any time. Please make sure to select “New School for Social Research” as your “affiliation” on the Interfolio registration page. Student Academic affairs can assist in utilizing this service. Contact the office for details: gfldossier@newschool.edu.
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 Services
- Student Disability Services
- Student Rights and Responsibilities
- Career Development
- Intercultural Support
- Student Development
- Recreation and Intramural Sports

Visit www.newschool.edu/studentservices.

Student Housing and Residence Life

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

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

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

Food Services

Students may enroll in a meal plan or use campus dining facilities on a cash basis. (Students living in certain residence halls are automatically enrolled in a meal plan.)

Campus Crime Reporting and Statistics

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

Student Health and Support Services

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

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

Student Health Insurance

The university offers students a comprehensive health insurance plan that includes coverage for emergencies, hospitalization, and regular outpatient visits. The Student Health Insurance Plan provides easy access to health care services locally, nationally, and globally. 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/studentservices/health.

Career Services

Career Services at The New School promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. Services include career counseling and assessment, résumé and cover letter reviews, mock interviews, and internship, and job search guidance. Special events including career workshops, panels, and networking opportunities also take place throughout the year. Visit www.newschool.edu/studentservices/careers for contact information and further details.

International Student Services

The New School is authorized under federal law to enroll non-immigrant alien students. All international students are required to attend an orientation and check in with International Student Services at the beginning of each academic semester. The office checks documents to see that students have been properly admitted into the United States and reviews their rights and responsibilities and government regulations.
The mission of International Student Services is to help international students from other countries reach their full potential and have positive experiences at The New School. Along with the rest of the university community, International Student Services promotes diversity and respect for cultures from all over the world. The office offers workshops, resources, programs, as well as advice and support. Every international student has access to one-on-one advising. For more information, visit www.newschool.edu/studentservices/international.

Student Disability Services

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

Intercultural Support/HEOP

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

Social Justice Committee

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

UNIVERSITY RESOURCES AND FACILITIES

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

Libraries

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

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

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

Blackboard

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

University Learning Center

At the University Learning Center, New School students can receive academic support in areas including writing, math (PDF), ESL, and graduate writing. The ULC also holds regular workshops aimed at improving students’ writing and other academic skills. Writing sessions support development through constructive feedback and technical guidance, designed to help students clarify their ideas and evaluate their work. The ULC is not a proofreading or editing service; rather, our tutors work with students to identify areas that need improvement and offer advice about making adjustments. For more, visit www.newschool.edu/learning-center/.
Computing Facilities

Students have access to the latest technology in the labs and work spaces operated by the office of Academic Technology (AT). For locations of facilities and hours of operation, visit www.newschool.edu/at. 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 AT labs, the equipment center, the print output center, and AT-supported presentation classrooms should be directed to the Academic Technology staff by emailing at@newschool.edu or calling 212.229.5300 x4538.

Wireless

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

University Help Desk

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

Contact the Help Desk:
Monday–Friday, 8:30 a.m. to 5:30 p.m.
Telephone: 212.229.5300 x2828
Email: helpdesk@newschool.edu

Other Resources

Barnes and Noble Booksellers
105 Fifth Avenue at 18th Street
212.675.5500
www.barnesandnoble.com/textbooks

New and used textbooks for most courses are available for purchase at the Barnes and Noble store on 18th Street.

The Foundation Center
79 Fifth Avenue, 2nd floor
212.620.4230
www.fdncenter.org

Students pursuing foundation funding for their education (or for research projects) can contact the reference librarians at the Foundation Center. To learn more about these resources, visit the www.fdncenter.org.

REGISTRATION AND RECORDS

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

REGISTRATION PROCEDURES

Registration procedures at The New School vary by school. New students should visit the New Students page (www.newschool.edu/student-services/newstudents) for registration information prior to arrival on campus. Continuing students should refer to the Registration Information website (www.newschool.edu/reginfo) each semester for detailed registration instructions specific to their school, as well as relevant policy information. Students should follow the registration procedures outlined by their school.

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

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

Student Financial Services emailed degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered and will not receive credit for courses not appearing on the schedule. New students registering over the summer for their first-semester classes are e-mailed an invoice prior to their arrival on campus.

Payment is due prior to the first day of classes. Registration is not complete until payment or payment arrangements have been made.

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

Registration Holds

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

Full-time and Half-time Status

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

Students with loans or tuition grants from external sources, including New York State undergrad aid awards, are advised that such programs may require 12 credits for full-time status. It is the student's responsibility to meet the full-time status requirements as defined by each external source of funds.
Adding, Dropping, and Withdrawing from Courses

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted to the Registrar’s Office through MyNewSchool or in person.

No course change is effective until this step is complete. There is a financial penalty for dropping classes once the term has begun. However, if a student adds equivalent credits on the same day, the penalty is waived. See the University Refund Schedule for more information. Deadlines for adding, dropping, and withdrawing from courses are as follows (see the Academic Calendar for the exact dates for each academic term):

- **Adding a course:** through 2nd week of semester. Note: late-starting courses may be added after the deadline with advisor’s permission.
- **Changing status in a course (credit or audit, grade or pass/fail):** through 2nd week of semester
- **Dropping a course (deleted from student’s academic transcript):** through 3rd week of semester
- **Withdrawal with a grade of W:** noted on academic transcript (no academic penalty): undergraduate students, through 7th week of semester; graduate students (except Parsons and Mannes), through end of semester; Parsons and Mannes graduate students, through 7th week of semester.

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

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

Pass/Fail Option

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

Auditing Courses

A graduate student who wishes to audit a course (attend classes without receiving a grade or academic credit) must register for the course as an auditor. There is a fee for auditing a course, as indicated in the tuition and fee schedule. Audit registration must be done in person and requires advisor approval on the add/drop form. Not all courses are open to auditors; consult with your advisor.

Note: A matriculated student who wishes to audit courses without taking any course for credit must also register to maintain status.

Refund Schedule and Policies

Students are responsible for familiarizing themselves with university policies regarding adding or dropping courses and refund of tuition and fees. In the event of early withdrawal, a percentage of tuition may be refunded. Refunds are granted only after the official withdrawal procedure has been completed or the university determines you are no longer enrolled.

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

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

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

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

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

BILLING AND PAYMENT

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

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

Accepted forms of payment: Payment may be made by Visa, MasterCard, Discover, American Express, check (US funds only), money order, travelers check, cash (in person only), and wire transfer (see instructions below). Students are encouraged to make payment online at MyNewSchool for timely, accurate, and secure posting. Online payment may be made using a U.S. checking or savings account, or Visa, MasterCard, Discover, or American Express credit cards.

Wire Transfer: For information on how to wire transfer funds to The New School, please sign on to MyNewSchool (click the “Student” tab, then in the “Student Financial Services” channel, click “Wire transfer information”). Students who do not have access to MyNewSchool, please email Student Financial Services for instructions. Only students who have been admitted and deposited can send funds by wire.

Late Registration and Late Payment Fees

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

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

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

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

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

Late Fee Appeal Committee
c/o University Registrar
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003

Reenrollment and Readmission Fees

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

Monthly Payment Plan

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

The payment plan is not a loan so there are no credit checks. It is available for the fall and spring semesters. (This payment plan is not available for summer charges).

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

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

Payment for the fall five (5) month plan begins on August 1, and payment for the fall four (4) month plan begins on September 1. Payment for the spring five (5) month plan begins on January 1, and payment for the spring four (4) month plan begins on February 1. Enrollment is through MyNewSchool.

Important Note: All payment plans are based on semester charges. To continue in the monthly payment plan, a student has to re-enroll in the plan in each subsequent semester.

Deferral of Payment for Approved Financial Aid

Students receiving financial aid may defer tuition and fees only if an award has been granted and the proper forms have been signed and returned to Student Financial Services. Approved financial aid awards appear on student invoices and reduce the amount due. Students must make payment in full of any charges not covered by their financial aid package.

It is the student’s responsibility to know the status of his or her financial aid awards, including loans, so that all tuition and other charges are satisfied in a timely fashion. In the event anticipated financial aid or loans are not realized, the student will be required to pay any outstanding balance through other means.

For additional information, contact Student Financial Services.

Deferral of Payment for Employer Reimbursement

Students expecting reimbursement from an employer or sponsor may defer payment of tuition and fees by submitting a signed authorization letter 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 Financial Services by the appropriate payment due date in order to avoid the late payment fee. A non-matriculated (general credit, noncredit, or certificate) student must submit the authorization and deferral form(s) with his or her registration.

Students can mail authorization letters and forms to The New School, Attention: Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003 or bring their documents in person to the cashiering office at 72 Fifth Avenue. 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 SFS at 212.229.8582.

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

Terms of Reimbursement

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

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

Returned Check Fee

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

If a second check is returned, all future charges must be paid with cash, a certified bank check, or a money order; personal checks will no longer be accepted.
Electronic Refunds Deposited in Your Bank Account
Student refunds can be deposited directly to a personal savings or checking account. Students can sign up for this service on MyNewSchool. Exception: For students who are using a Parent Loan for Undergraduate Students to finance their educational expenses, a paper refund check (if applicable) will be sent to the parent borrower. If using a credit card to pay your balance, refunds will be issued back to the card last used to complete this payment.

GRADES AND GRADING

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

Numerical values of grades are as follows:

A = 4.0  B+ = 3.3  C+ = 2.3  D = 1.0 (valid for undergraduates only)
A- = 3.7  B = 3.0  C = 2.0  F = 0.0
B- = 2.7  C- = 1.7  WF = 0.0

The following grades are not figured into the grade-point average:
W = Withdraw
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. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grade of WF
The grade of WF may be assigned by instructors to a student (any undergraduate student or graduate student at Parsons or Mannes) who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an “F,” which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade. The WF is equivalent to an F in calculating the grade point average (zero grade points), and no credit is awarded.

Grades of Incomplete
The grade of I, or Temporary Incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student’s academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student’s request and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by student and instructor. The time allowed for completion of the work and removal of the “I” mark will be set by the instructor with the following limitations:

Undergraduate students: Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” by the 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 “WF” (for Parsons and Mannes graduate students) or “N” (for all other graduate students) 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). After that time has elapsed, all grades recorded in the registrar’s office become a permanent part of the academic record, and no changes are permitted.

Grade Appeal Policy

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

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

The instructor submits a written response to the student’s letter within one month of receipt, with a copy to the department chair or director (or the dean’s office).

If chair concurs with the instructor and the student is still not satisfied, the student may appeal in writing (including copies of previous communications) to the dean’s designee. This designee will convene a committee to review all communications, clarify the issues of disagreement, and make a recommendation to the dean of the division. The dean’s decision is final.

Retaking a Course

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

ACADEMIC 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/studentservices/registrar/transcripts/.

ACADEMIC PROGRESS

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 term GPA or cumulative GPA for two consecutive semesters will be subject to dismissal.

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

Academic Standing and Financial Aid

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

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

ACADEMIC PETITIONS

Student petitions regarding transfer credits, change of status, change of departments, extension of time to complete degree requirements, leave of absence, withdrawal, and grievances are coordinated through Student Academic Affairs. Students should consult the relevant sections of this catalog for details; it is the student’s responsibility to know the requirements of study in The New School for Social Research and to meet them.

Changes of Status

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

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

International students need to notify the university’s Office of International Student Services when a change of status has been approved by their academic program chair.

Changes of Department

Applications for changing a major field of study within the same degree program must be submitted to the Registrar’s Office. Forms, available in the office of Student Academic Affairs, require written consent of the chair of the new department involved and Student Academic Affairs. The courses applicable toward the new program are determined at that time.
Transferring Credits
Graduate students should complete a Transfer of Credit Petition available at the registrar's office. The Registrar's Office will post approved transfer credit to the student’s transcript. The New School does not transfer grades or grade points from other schools. Credits only are transferred.

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

For students at The New School for Social Research, approval by the student's academic advisor, department chair, and Student Academic Affairs is required and is based upon the good academic standing of the student and the reasons supporting the leave request. First-year students at The New School for Social Research must obtain special permission from the assistant dean to go on leave. Academic records for students on leave are maintained in accordance with the relevant drop and withdrawal deadlines, and refunds are calculated in accordance with the university refund schedule.

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

Leaves of absence for medical reasons require appropriate documentation. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to resume study. Upon receipt of this documentation, the Office of Student Support will make a decision as to the student's eligibility to return. Until the student receives clearance to return, a hold will be placed on registration. If unable to return to study as planned, the student must contact their Academic Affairs Officer immediately to request an extension of their leave.

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

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

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

Reenrollment
Students who have failed to register for one, two, or three semesters may petition through Student Academic Affairs to reenroll in order to continue their studies.

Students must attach to their petition a plan to complete their degree. If approved by the respective department or committee and Student Academic Affairs, they will be allowed to continue their studies after paying the equivalent of the maintenance-of-status fees for the semesters in which they were not registered. In addition, students must pay tuition or maintenance-of-status fees, plus all other fees charged to matriculated degree students for the current semester. The reenrollment process must be completed by the last day to add a class; students will not be allowed to reenroll after the last day to add classes.

Students not currently enrolled but who have completed all requirements for the degree should contact the director of Academic Affairs regarding procedures for graduation and degree conferral.

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

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

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

Degree Completion Term Limits and Extensions of Time
Students must complete degree requirements within 5 years for the master’s degree. Term limits for the PhD are: 10 years at The New School for Social Research and 8 years at Milano The New School for Management and Urban Policy. The time limit for the PhD includes completion of requirements for the master’s degree. Beyond these time limits, students are not permitted to register unless an extension of time is obtained. Extensions of time may be granted based on a petition submitted by the student to the office of Student Academic Affairs and assessed by the student’s academic department. To petition, the student must outline work completed toward the degree and a plan for completion of the degree. If the extension of time is not granted, the student will not be permitted to continue in the program and may be subject to dismissal.

Departments also review student academic progress prior to official time to degree limits. They may warn and probe students prior to the time limits when department academic standards are not met.

Students requiring additional time for completion of the master’s degree may petition before the end of their fifth year for a one-semester extension. Students who fail to complete the master's during this extension of time will be subject to dismissal.

Students requiring additional time for completion of the PhD may petition before the end of their tenth year for a one-year extension of time. Their department chair, with the approval of the assistant dean, may grant them this one-year extension for continued study. Students unable to complete all PhD requirements during the 11th year may petition for a final one-year extension. During the 12th year of study, however, students will be placed on probation and may not be eligible for equivalency credits. If unable to complete all requirements toward the PhD by the end of the 12th year, a student can be subject to dismissal.
A committee consisting of the department chair, the dissertation committee chair, and the assistant dean will review pending dismissal cases and determine, on a case-by-case basis, whether special circumstances warrant granting additional time extensions. Any dismissals may be appealed to The New School for Social Research Student Academic Affairs Committee for review.

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

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

**Maintaining Status**

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

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

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

**Maintenance of Status and Graduation**

The maintenance of status requirement can be waived if a student completes (i.e., submits all materials and receives all required faculty approvals) all degree requirements by the last day to drop a course for the semester. In order to qualify, the student must have been registered in the previous semester. For fall semester waiver: Students who have completed all requirements before the last day to drop a course for the fall semester and petition to graduate by the deadline for January graduation are not required to maintain status for the fall semester. For spring semester: Students who anticipated a January graduation but did not complete the requirements until the beginning of the spring semester can petition for a spring semester graduation and request that the maintenance of status requirement for spring semester be waived if they complete the degree requirements before the last day to drop a course. Students who wish to waive maintenance of status should contact the Office of Student Academic Affairs.

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

**Equivalency Credit**

Students who are not taking a full-time course load but are working full-time on other requirements for their degree can register for equivalency credits. Course equivalency credit is granted for specific activities approved by the student’s academic program. Approval is indicated by an authorized signature, usually of a faculty advisor. The student registers for equivalency as for a course, and normal registration policies and deadlines apply. There is no tuition charge for 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 registered for at least nine credits per semester, unless their exchange program specifies different enrollment criteria (consult with the Office of International Student 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 also must register for either regular courses or to maintain status (see above). 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.

**Dismissal Notification**

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

**Dismissal and Degree Conferral**

Students dismissed for academic misconduct are not eligible for degree conferral.

**Academic Dismissal Appeals**

Students who are dismissed from their degree program may petition to the Office of Student Academic Affairs to reverse the decision by filing a formal, written appeal. The appeal should be sent to:

The New School for Social Research Dean’s Office
Student Academic Affairs
6 East 16th Street, room 1007
New York, NY 10003

All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission.

Appeals must contain the following information:

• An explanation of poor performance and/or failure to complete required coursework.
• A description of plans to improve academic performance and/or to complete outstanding work.

Any other relevant information pertaining to academic history or potential.

**Academic Grievances**

Any student or faculty member may submit an academic grievance to The New School for Social Research by following this procedure. (For grade appeals, see “Grades and Records in this catalog.”)
1. 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.

2. 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.

3. If the grievance remains unresolved, the assistant dean will forward the student’s written appeal to Committee on Student Academic Affairs for review.

4. 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.

ACADEMIC INTEGRITY AND HONESTY

Statement of Purpose: Academic Honesty and Integrity

The New School views “academic honesty and integrity” as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this “accurate use”. The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity.

Students are responsible for understanding the University’s policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. Through syllabi, or in assignments, faculty members are responsible for informing students of policies with respect to the limits within which they may collaborate with, or seek help from, others. Individual divisions/programs may require their students to sign an Academic Integrity Statement declaring that they understand and agree to comply with this policy.

The New School recognizes that the different nature of work across the schools of the University may require different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all schools of The New School and institutions of higher education in general. This policy is not intended to interfere with the exercise of academic freedom and artistic expression.

Definitions and Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to:

• cheating on examinations, either by copying another student’s work or by utilizing unauthorized materials
• using work of others as one’s own original work and submitting such work to the university or to scholarly journals, magazines, or similar publications
• submission of another students’ work obtained by theft or purchase as one’s own original work
• submission of work downloaded from paid or unpaid sources on the internet as one’s own original work, or including the information in a submitted work without proper citation
• submitting the same work for more than one course without the knowledge and explicit approval of all of the faculty members involved
• destruction or defacement of the work of others
• aiding or abetting any act of academic dishonesty
• any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents, including documents related to internships
• engaging in other forms of academic misconduct that violate principles of integrity.
Adjudication Procedures

An administrator or faculty member at each of the divisions/programs of the University is the Dean’s designee with responsibility for administering the University’s Academic Honesty and Integrity Policy (hereinafter “school designee”). The name of each School Designee is listed on the Provost’s Office website.

The steps below are to be followed in order. If the two parties come to agreement at any of the steps, they do not need to proceed further.

Throughout this policy where correspondence is indicated, but the method is not specified, New School e-mail accounts and/or hard copy, sent through regular mail or hand delivery, may be used and is considered a good faith effort of notification on the part of the University. Each school will follow internal procedures for tracking correspondences with students related to this policy.

All time frames indicated by days refer to business days that do not include when the University’s administrative offices are closed, including weekends and holidays.

Grades awarded under the university’s Academic Integrity and Honesty Policy are not subject to review under this Grade Appeal Policy.

Step 1: Notification to Student

A faculty member who suspects that a student has engaged in academic dishonesty will meet with the student. It is expected that the faculty member will contact the student within ten (10) days after the last day of classes for that semester in which the alleged incident occurs. If academic dishonesty is alleged on an examination, paper, or creative work due within the last two weeks of classes, the faculty member should submit an incomplete grade until the student can be properly notified and the matter resolved. If grading a major culminating work (for example, a Senior Exhibit, final course paper, Masters Thesis, or Doctoral Dissertation) which may take longer to evaluate, faculty may request an exception to this deadline through the Dean’s office.

The student must contact the faculty member within ten (10) days of the notification to schedule a meeting with the faculty member. The faculty member is responsible for setting the meeting. This meeting can be in person or via telephone. A student who fails to respond in the time required will be deemed to have waived his/her rights under this policy. If the student does not respond, and the faculty member determines that the infraction is an actionable offense, s/he will inform in writing the School’s Designee of his/her determination and include copies of the following: correspondence with the student, syllabi, and course assignments.

In cases where the student is taking a course with a faculty member of a different school, the faculty member’s school designee will inform the student’s School Designee who will then oversee the adjudication process.

Step 2: Faculty Meeting with Student

During the meeting with the student, the faculty member will review the allegations with the student and allow the student the opportunity to respond. The student and/or the faculty member may, on a voluntary basis, request the presence of a designated third party from the student’s school or the University’s student ombudsman. A Third Party is appointed within each school for this purpose and can assist in clarifying questions about this policy and its processes, and facilitate communication between the faculty member and the student. The name of each Third Party is listed on the Provost’s Office website and the School Designee can never also serve as a Third Party. If the faculty member and/or the student elect to have a third party present, the requestor is responsible for notifying the other of his/her decision in advance of the meeting.

During this meeting, the student may either accept responsibility for the allegations or dispute them. Regardless, the faculty member will consult with the School Designee and then make one or more of the following determinations:

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

The faculty member will send correspondence as well as syllabi and course assignments to the School Designee with his/her determination.

In the rare and exceptional circumstance where the Step 2 process cannot occur, the instructor or the School’s Designee shall notify the student of the instructor’s concern that the student has engaged in academic dishonesty and that the matter has been referred to the Dean for resolution. In such cases, the student may proceed as set forth in the Appeals Procedures.

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

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

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

Appeal Procedures

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

Student’s Right to Appeal

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

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

Attendance and Lateness

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

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

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 catalog) 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.

Petitioning to Graduate

Students who intend to graduate must submit a Graduation Petition to the Registrar's Office through MyNewSchool. The petition must be filed regardless of intent to attend the commencement ceremony. Students graduating in January should petition prior to November 1. Students graduating in May should petition prior to April 1. Late fees may apply after these deadlines. See the registrar's website for details.

Degree Conferral and Issuing of Diplomas

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

The Commencement Ceremony

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

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

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

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

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

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10001. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278; U.S. Department of Education, Office of Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOCs TDD number is 212.741.3080.

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their division’s dean’s office, their department director, or the office of the senior vice president for Human Resources and Labor Relations, who is the University Disability Official.

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.

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 Responsibility for Research Involving Human Subjects

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

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

USE OF PHOTOGRAPHS

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

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

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

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

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

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

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

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

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

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

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Addendum to FERPA Regulations

As of January 3, 2012, U.S. Department of Education FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, and other private information—may be shared without a student's consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state or local education authorities (“Federal and State Authorities”) may allow access to a student's records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training as well as any program that is administered by an education agency or institution.
Second, Federal and State Authorities may allow access to education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the educational institution did not request or objects to such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student’s PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without a student’s consent PII from the student’s education records and may track a student’s participation in education and other programs by linking such PII to other personal information about the student that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

THE 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 2013-14 academic year, the university reports the “persistence rate” for the year 2012 (i.e., the percentage of all freshmen studying full time in fall 2012 who were still studying full time in the same degree programs in fall 2013). This information can be found under the common data set information on the Office of Institutional research website at www.newschool.edu/admin/or.

THE UNIVERSITY

The New School, a privately supported institution, is chartered as a university by the Regents of the State of New York. The university is comprised of several academic divisions, which are described below.

University Leadership

David E. Van Zandt, President
Tim Marshall, Provost and Chief Academic Officer
Andy Atzert, Vice President for Distributed and Global Learning
Stephanie Browner, Dean, Eugene Lang College The New School for Liberal Arts
Carol S. Cantrell, Senior Vice President for Human Resources and Labor Relations
Lia Gartner, FAIA, LEED AP, Vice President for Design, Construction and Facilities Management
Richard Kessler, Dean, Mannes College The New School for Music
William Milberg, Dean, The New School for Social Research
Roy P. Moskowitz, General Counsel and Vice President for Legal Affairs
Martin Mueller, Executive Director, The New School for Jazz and Contemporary Music
Pippin Parker, Director, The New School for Drama
Linda Abrams Reimer, Senior Vice President for Student Services
Donald Resnick, Senior Vice President for Enrollment Management
Bryna Sanger, Deputy Provost and Senior Vice President for Academic Affairs
David Scobey, Executive Dean, The New School for Public Engagement
Steve Stabile, Vice President for Finance and Business and Treasurer
Peter Taback, Vice President for Communications and External Affairs
Joel Towers, Executive Dean, Parsons The New School for Design

Board of Trustees

For the most up-to-date list, visit www.newschool.edu/administration
THE NEW SCHOOL IN BRIEF

The New School was established in 1919 as a center of lifelong education, founded on the principle of intellectual and artistic freedom. Its founders were a group of prominent progressive scholars including Charles Beard, John Dewey, and James Harvey Robinson. True to its name, The New School has evolved continuously since its inception in response to the changing universe of ideas, career opportunities, and human curiosity. What began as a non-degree-granting school for working adults has become an innovative urban university offering some of the nation’s most respected programs in the liberal arts, the social sciences, art and design, the performing arts, and public administration. Students from across the country and around the world enroll in The New School’s diverse degree, certificate, and continuing education programs. They are taught by a renowned faculty of artists, scholars, and professionals and enjoy access to the rich resources of one of the world’s great cities. As The New School approaches its 100th anniversary, the ideals of its founders continue to be reflected in the achievements of its students, faculty, and alumni.

THE NEW SCHOOL MISSION

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/vision

THE DIVISIONS OF THE NEW SCHOOL

Eugene Lang College The New School for Liberal Arts

www.newschool.edu/lang
65 West 11th Street, New York NY 10011 | 212.229.5665
Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. The college began in 1972 as the Freshman Year Program, an experimental program for high school seniors. It became the Seminar College, a full-time bachelor’s program, in 1975 and a separate division of the university in 1985. This bold experiment in undergraduate education is named in honor of New School trustee Eugene M. Lang, a generous supporter of the college. Students at Eugene Lang College enjoy small seminar-style classes taught by a faculty of prominent scholars, many of whom are also affiliated with the graduate departments of The New School for Social Research. The college’s location in the center of a major metropolitan area offers its students opportunities for civic engagement and internships available to students of few other small liberal arts schools.

Mannes College The New School for Music

www.newschool.edu/mannes
150 West 85th Street, New York, NY 10024 | 212.580.0210
Founded in 1916 by David Mannes and Clara Damrosch, Mannes College became part of The New School in 1989. Mannes is one of the top destinations for students of classical music around the world, providing professional training for musical citizens of the 21st century in performance and other fields that make up an increasingly dynamic musical environment. A comprehensive curriculum and a faculty of world-class artists enable students to attain virtuosity in vocal and instrumental music, conducting, composition, and theory. But because they come to Mannes for musical education relevant to a rapidly changing world, students enjoy access to the resources of a great urban university and opportunities for civic engagement in New York City. Mannes College offers undergraduate and graduate music degrees and professional diplomas and supports a community extension program for adult learners and a preparatory program for children.

The New School for Drama

www.newschool.edu/drama
151 Bank Street, New York, NY 10014 | 212.229.5150
The New School has been a center of innovation in theater since Erwin Piscator brought his Dramatic Workshop here from Europe in the 1940s. His students included Marlon Brando, Walter Matthau, Harry Belafonte, Elaine Stritch, and Tennessee Williams. Piscator established a tradition of excellence in theater education that continues at The New School today. The New School for Drama, established in 1994, trains talented individuals for careers in the theater as actors, directors, and playwrights. Today, the division offers undergraduate and graduate degree programs. The New School’s New York City setting offers students abundant opportunities to learn through observation and make professional connections through the broadest theater career network in the United States.
The New School for Jazz and Contemporary Music

www.newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.229.5896

In 1986, The New School established an undergraduate program offering talented young musicians the opportunity to study with professional artists from New York City’s peerless jazz community. The teaching model is based on the tradition of the artist as mentor: Our students study and perform with some of the world’s most accomplished musicians. They are immersed in the history and theory of and latest developments in jazz, blues, pop, and the ever-evolving genres of contemporary music. Learning takes place in classrooms, student ensembles, one-on-one tutorials, public performances, and master classes. Students develop their creative talents to meet the high standards of professional musicianship exemplified by the legendary faculty.

The New School for Public Engagement

www.newschool.edu/public-engagement
66 West 12th Street, New York, NY 10011 | 212.229.5615

The New School for Public Engagement embodies the values that motivated the university’s founders in 1919. The division was renamed in 2011 to reflect its position as an enterprise designed to connect theory to practice, foster innovation in culture and communication, and promote democratic citizenship through lifelong education. The division offers undergraduate degree programs for adult and transfer students and graduate degrees and certificates in its schools of languages, media studies, and writing and in the Milano School of International Affairs, Management, and Urban Policy. The division also offers hundreds of open-enrollment continuing education courses on campus in Greenwich Village and online.

The New School for Social Research

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

In 1933, The New School gave a home to the University in Exile, a refuge for scholars fleeing persecution by the Nazis. In 1934, it incorporated this community as a prestigious graduate school of political and social science. Today, The New School for Social Research addresses the most urgent political, cultural, and economic concerns of the day and upholds the highest standards of critical inquiry. Students work with a renowned faculty of international scholars and enjoy new opportunities to cross disciplinary boundaries and collaborate with scholars and artists in other divisions of the university.

Parsons The New School for Design

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

Parsons is one of the world’s preeminent colleges of art and design. Founded in 1896 by artist William Merritt Chase and his circle, Parsons was renamed in 1936 for its longtime president, Frank Alvah Parsons, who dedicated his career to integrating visual art and industrial design. Parsons became part of The New School in 1970. It was the first institution in the United States to award university degrees in fashion design, interior design, advertising and graphic design (originally commercial illustration), and lighting design. Parsons has earned and maintained an international reputation as a school at the vanguard of design education. Students in its undergraduate and graduate degree programs hold themselves to exceptional standards of creativity and scholarship, developing their skills and building knowledge in laboratories, workshops, and seminars. Parsons offers general art and design courses and certificate programs for students of all ages.

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

Current institutional information for The New School can also be found on the university website at www.newschool.edu, including:
• Financial assistance information (federal, state, local, private, and institutional need-based and non-need-based assistance programs, Title IV, FFEL, and Direct Loan deferments)
• Fees, withdrawal and refund policies, Title IV grant or loan assistance information, academic information, and disability services
• Completion and graduation rates and transfer-out-rates (graduation rate of degree-seeking students, and transfer-out rates of degree-seeking students).