## Summer 2018-Spring 2019

### Summer 2018

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<tr>
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<tr>
<td>Memorial Day</td>
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<tr>
<td>Start of Summer Sessions</td>
<td>Tues. May 29</td>
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<tr>
<td>Observed Independence Day – no classes</td>
<td>Wed. July 4</td>
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<tr>
<td>End of Summer Sessions</td>
<td>Wed. Aug 15</td>
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### Fall 2018

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<tr>
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<td>Mon. April 2 – Wed. May 31</td>
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<tr>
<td>Add/Drop Period Begins</td>
<td>Mon. Aug. 1</td>
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<tr>
<td>First Day of Classes</td>
<td>Mon. Aug 27</td>
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<tr>
<td>Labor Day Holiday – no classes</td>
<td>Sat. Sept 1 – Mon. Sept 3</td>
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<tr>
<td>Last Day of Add/Drop Period (&amp; waive health ins)</td>
<td>Sun. Sept 9</td>
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<td>Rosh Hashanah Holiday – no classes</td>
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<td>Withdrawal Period Begins</td>
<td>Tues. Sept 11</td>
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<td>Yom Kippur Holiday – no classes</td>
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<tr>
<td>Last Day to Withdraw</td>
<td>Sun. Nov 4</td>
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<tr>
<td>Initial Spring Registration</td>
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<td>Last Day of Classes</td>
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<td>Make-up Day, Official Last Day of Term</td>
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<td>Martin Luther King Holiday</td>
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**The prior evening, courses beginning 3:50pm or later will not meet.  
Updated: March 2018**
The New School is uniquely designed to help undergraduate and graduate students in our many colleges discover new, innovative paths that reflect their passions, values, and creativity. By being part of a university where art and design, the social sciences, liberal arts, media, and management and entrepreneurship come together, they develop the intellect, skills, and competencies essential for success in the emerging creative economy. Our dedication to generating practical and theoretical knowledge enables our students to leave prepared to create a more sustainable, more just, and better-designed world.

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

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Anne Adriance, Chief Marketing Officer
Stephanie Browner, Dean, Eugene Lang College of Liberal Arts
Mark Campbell, Vice President for Strategic Enrollment Management
Jerry Cutler, Senior Vice President and Chief Human Resources Officer
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Maya Wiley, Senior Vice President for Social Justice

THE NEW SCHOOL IN BRIEF

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

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

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

Mannes School of Music
newschool.edu/mannes
55 West 13th Street, New York, NY 10011 | 212.580.0210
Since 1916, Mannes has been rigorously training artists to engage with the world around them through music. By practicing—day in and day out—with some of the most revolutionary musicians anywhere, Mannes students have become world-renowned masters of their craft and the canon. Today, Mannes has transformed the traditional conservatory education by integrating our rigorous classical training with new music, improvisation, real-world experiences, and cross-disciplinary projects. Mannes also offers a program for adult learners, and a preparatory program for young people.

School of Drama
newschool.edu/drama
151 Bank Street, New York, NY 10014 | 212.229.5150
Founded in 1940s by Erwin Piscator as the Dramatic Workshop, the School of Drama interweaves rigor with creative experimentation. We focus on authenticity of expression and confront today’s most pressing societal issues through prose, composition, voice, and movement. Notable alumni include Marlon Brando, Walter Matthau, Harry Belafonte, Elaine Stritch, and Tennessee Williams, as well as more recent graduates like Adrienne Moore and Jason Kim. The School of Drama trains talented individuals for careers in the theater as actors, directors, and playwrights through undergraduate and graduate degree programs.
**School of Jazz**
newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.580.0210
Founded in 1986 by Arnie Lawrence, David Levy, and Paul Weinstein, The School of Jazz at The New School is renowned across the globe for its artist-as-mentor approach to learning. Students are immersed in the history and theory of and latest developments in jazz, blues, pop, and the ever-evolving genres of contemporary music. They learn from leading jazz and contemporary musicians, including Peter Bernstein, Cecil Bridgewater, Jeff Carney, and Jimmy Owens. Learning takes place in classrooms, student ensembles, one-on-one tutorials, public performances, and master classes.

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

**Parsons Paris**
newschool.edu/parsons-paris
45 rue Saint-Roch, 75001 Paris, France | +33 (0)1.76.21.76.40
Nearly a century ago, Parsons chose Paris, one of the world’s creative centers, as an ideal site in which to offer students an innovative academic path. Today, Parsons’ unique connections throughout Paris and with the rest of Europe and New York City give students a one-of-a-kind education in an intimate, atelier-like setting that fosters close collaboration and interdisciplinary learning. Parsons Paris offers the following undergraduate and graduate degrees at its campus in the heart of the city:
- Art, Media, and Technology (BFA)
- Fashion Design (BFA)
- Fashion Studies (MA)
- History of Design and Curatorial Studies (MA)
- Strategic Design and Management (BBA)
In our historic building in the first arrondissement, students work closely with faculty and peers to establish the creative and professional practices needed to lead in emerging fields and global contexts. They benefit from the advantages of a flexible, American-style education in a city celebrated for its legendary artisanal traditions and access to makers and thinkers throughout the region. Local partners, including ENSAD (École Nationale Supérieure des Arts Décoratifs) and le Musée des Arts Décoratifs provide students with exceptional resources and enable them to explore studio practices in a French setting. Because Parsons Paris is part of The New School, students can collaborate and learn across disciplines—including complete minors—through travel to the New York campus and through online learning. They graduate with the creative network, critical abilities, and global orientation called for in the developing innovation economy.

**Parsons School of Design**
newschool.edu/parsons
2 West 13th Street, New York, NY 10011 | 212.229.8950
Parsons School of Design is the only major design school within a comprehensive university, The New School. Ranked by Quacquarelli Symonds 2015 World University Rankings as the country’s top art and design school, Parsons is at the vanguard of design education, providing artists, designers, and scholars with the skills needed to devise design-led approaches to complex contemporary challenges—from sustainability to social and economic inequalities to globalization in creative industries. A proven design education methodology produces graduates with a passionate commitment to technical mastery and reflective practice through inquiry, radical ideas, iterative experimentation, and creative collaboration. In addition to its bachelor’s, master’s, and associate’s degree programs, Parsons offers general art and design courses and certificate programs for students of all ages. Parsons offers undergraduate and graduate degrees at its five schools:
- School of Art and Design History and Theory (ADHT)
- School of Art, Media, and Technology (AMT)
- School of Constructed Environments (SCE)
- School of Design Strategies (SDS)
- School of Fashion (SOF)
Students pursue degrees at Parsons’ home campus in New York City and at Parsons Paris. They also gain international experience taking courses online and with partner universities worldwide.

**Schools of Public Engagement**
newschool.edu/publicengagement
66 West 12th Street, New York, NY 10011 | 212.229.5615
These schools and programs are designed for the intellectually curious and creative, at all stages of life and career, who are passionate about social justice around the world. Here students are asked to challenge what others take for granted. We offer innovative graduate and undergraduate programs in media, creative writing, languages/TESOL, international affairs, policy, and management that integrate real-world practice with cutting-edge theory.

**Bachelor’s Program for Adults and Transfer Students**
Designed specifically for adults and transfer students seeking an alternative to the traditional four-year college experience, the bachelor’s program offers flexible study options (including part-time and full-time study), a curriculum tailored to individual goals, and credit for workplace experience.
Milano School of Management, Policy, and Environment
The Milano School offers graduate programs designed for students dedicated to addressing social, economic, environmental, and political issues. Students gain a truly global and multidisciplinary perspective on real-world problems through intellectually rigorous study as well as hands-on experiences. This renowned school takes advantage of the extensive resources available throughout New York City, its celebrated faculty, and its extraordinary partnerships in the private and public sectors.

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

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

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

The Julien J. Studley Graduate Program in International Affairs
Named among the top international affairs programs by the Foreign Policy Association, the Studley Graduate Programs in International Affairs are distinctive in the New School tradition: critical, engaged, and iconoclastic. The New School’s graduate programs in international affairs offer students unique opportunities to engage with global problems in the heart of New York City. Students develop a critical perspective on global issues and benefit from field-based learning, small classes, a distinguished faculty, and flexible study options. Students in the master’s degrees and graduate summer programs come from diverse academic backgrounds, from global and area studies to the social sciences and media studies. The faculty consists of research scholars from around the world as well as leading experts and professionals in New York who bring their real-world international experience to the classroom.

The New School for Social Research
newschool.edu/socialresearch
6 East 16th Street, New York, NY 10003 | 212.229.5700
In 1933, The New School gave a home to the University in Exile, a refuge for scholars fleeing persecution by the Nazis. Today The New School for Social Research (N SSR) is an internationally renowned graduate school where scholars, practitioners, and innovators guide students to understand the world around them in intellectually intense, heterodox ways. Our interdisciplinary master’s and doctoral degree programs in the social sciences break with traditional modes of thinking. Students build new knowledge through research, become critical and creative scholars, and learn to grapple with the tensions of contemporary society.

ACCREDITATION

The New School has been regionally accredited by the Middle States Commission on Higher Education, a federally recognized body, (MSCHE, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; 216-284-5000), since 1960. All degree programs at the New York City campus of The New School are registered by the New York State Department of Education (NYSED, 89 Washington Avenue, Albany, New York 12234; 518-474-1551). Both NYSED and MSCHE provide assurance to students, parents, and all stakeholders that The New School meets clear quality standards for educational and financial performance. Parsons Paris is a registered branch campus of The New School and 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 School of Design has been accredited by the National Association of Schools of Art and Design (NASAD) since 1966. The BBA in Strategic Design and Management meets NASAD standards for the Bachelor of Arts—four years: Design and Management. It is registered as a Bachelor of Business Administration through the New York State Education Department (NYSED) and is listed as a Bachelor of Business Administration in Strategic Design and Management by The New School.
- The Master’s program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.
- The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981.
- The Master’s program in Public and Urban Policy has been accredited by the National Association of Schools of Public Affairs and Administration since 1988.

HEOA AND DISTANCE LEARNING

The New School is a SARA participating member institution and is authorized pursuant to SARA to enroll students in online courses and field experiences in the SARA states and territories. However, please note that certain programs leading to professional licensure may be subject to additional state professional licensing requirements, which are not covered by SARA. For more information about these requirements, please visit http://nc-sara.org. For additional information for students enrolling in a New School online program, see www.newschool.edu/provost/accreditation.
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The New School for Social Research

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### Subject Codes by College

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**University-Wide Subject Codes**

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DEFINITIONS

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

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

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

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

Full-time, first-time Fall 2013 Bachelor's degree-seeking students entering in Fall 2016 1,552
Students from that Fall 2016 cohort still enrolled as of Fall 2017 1,263
Most recent full-time, first-time Bachelor's cohort retention rate 81%

Full-time, first-time Fall 2011 Bachelor's degree-seeking students entering in Fall 2011 1,062
Total number of completers within 150% of normal time 715
Percent completing within 150% of normal time 67%

Full-time, first-time Bachelor's degree-seeking students entering in Fall 2011 1,033
Students from that Fall 2011 Bachelor's degree-seeking cohort completing a bachelor's degree in 4 years or less 541
the 4 year graduation rate 52%

Students from that Fall 2011 Bachelor's degree-seeking cohort completing a bachelor's degree in 5 years or less 656
the 5 year graduation rate 64%

Students from that Fall 2011 Bachelor's degree-seeking cohort completing a bachelor's degree in 6 years or less 691
the 6 year graduation rate 67%
The New School for Social Research is one of five divisions of The New School, a private university founded in New York City in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, The New School enrolls more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts, social sciences, art and design, management, and performing arts. The New School offers programs and courses online as well as on campus. All the divisions and programs of the university boast a notable faculty, excellent resources, small class sizes, and innovative curricula.

William Milberg, Dean and Professor of Economics
Robert Kostrzewa, Vice Dean
Ellen Freeberg, Associate Dean of Faculty Affairs and Curriculum
Tsuya Yee, Assistant Dean of Academic Affairs
Seth Cohen, Director of Operations
Sherri Cohen, Director of Communications and New Initiatives
Henry Watkin, Associate Director of Graduate Admissions
Dana Messinger, Director of Graduate Admissions
Katherine Delgado, Program Associate (joint with Lang College)
Aleanna Sonnylal, Senior Office Assistant
Roberto Montes, Executive Secretary
P.J. Gorre, Coordinator of Academic Affairs
Joseph Warren, Operations Manager

Progressive and pragmatist educators pursuing a new audience and a new model for higher education came together in 1919 to found a “New” School. Their mission was to offer lectures and discussion on philosophy, economics, politics, and art to working people from all walks of life, based on the conviction that public debate was essential to an open society and that learning should not be limited by the traditional boundaries of academe.

In the 1930s, we became home to the University in Exile, a refuge for brilliant scholars being silenced, fired, or worse by Hitler, the Nazis, and fascism. This role as a beacon of hope for the excluded became the underpinning of our intellectual life as a graduate school of the social sciences, philosophy, and history.

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

Our mission pushes us from our historical roots to today, compelling us to consider the important social issues of our day. Our research centers in particular help us think across traditional academic disciplines on such matters as migration, refugees, and borders at the Zolberg Institute on Migration and Mobility; racial economic inequality at the Heilbroner Center for Capitalism Studies; economic justice for the aging at the Schwartz Center for Economic Policy Analysis; the challenge of “illiberal democracy” and authoritarianism at the Transregional Center for Democratic Studies; and design theory at the Graduate Institute for Design, Ethnography, and Social Thought.

We continue to develop new ways to connect our activities and insights with a broader audience. In addition to the dozens of exciting public programs and events we host on campus, Public Seminar brings scholarly debate and analysis of current events to millions around the world. Likewise, the faculty and graduate student profiles in Research Matters describe what motivates and guides these scholars on a personal level.

As dean of The New School for Social Research, I am proud of the achievements of our students, faculty, and alumni, and I look forward to leading this unique graduate school into our next century.

William Milberg
Dean and Professor of Economics

MESSAGE FROM THE DEAN

The New School for Social Research is a remarkable institution. Students and faculty come to here to conduct groundbreaking research in an intellectual environment that values asking big, significant questions about society and social theory. Our distinctive legacy in academe demands rigorous and ethical theoretical foundations for historically-informed analysis of social change. Our faculty are enmeshed in the political and cultural life of New York City and are also integral leaders of and contributors to popular and academic debates around the world. Our programs nurture close collaboration between students and professors.

This year, we will celebrate our 100th anniversary as a unique institution of higher education with a reaffirmation of our commitment to academic freedom and to a deep understanding of the great issues of the day.
BOARD OF GOVERNORS

Susan L. Foote, PhD, Chair
Henry H. Arnhold
Howard N. Blitman, P.E.
Barbara Eisold
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Dinni Gordon
Judy Hadlock
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Robin Schletter
Bernard L. Schwartz
Malcolm B. Smith
Aso O. Tavitian
Paul Vidich
Ambassador (ret.) Busso von Alvensleben
Maria-Theresia von Alvensleben
Guido Zanni, PhD
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<td>European University Institute, Florence</td>
<td>2004</td>
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<tr>
<td>Adam Brown</td>
<td>Associate Professor of Psychology</td>
<td>FACULTY</td>
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<tr>
<td>Quentin Bruneau</td>
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<td>University of Oxford</td>
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<tr>
<td>Benoit Challand</td>
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<td>FACULTY</td>
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<tr>
<td>Doris Chang</td>
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<tr>
<td>Ying Chen</td>
<td>Assistant Professor of Economics</td>
<td>FACULTY</td>
<td>University of Massachusetts at Amherst</td>
<td>2016</td>
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</tbody>
</table>
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PhD, Murdoch University

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Rafi Youatt
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PhD 2007, University of Chicago

Eli Zaretsky
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Emeriti

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Professor Emerita of Philosophy
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PhD 1952, University of Kansas

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

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

Lance Taylor  
Professor Emeritus and Arnhold Professor  
   of International Cooperation and Development  
PhD 1968, Harvard University
The New School for Social Research admits students to graduate study based on academic achievement, evidence of strong motivation, and leadership potential as revealed in their applications. A baccalaureate degree from a U.S. college or university or the equivalent degree from a foreign institution is a prerequisite for admission to all programs. Students in the process of completing a bachelor’s degree (or foreign equivalent) can be admitted contingent upon completion of the bachelor’s degree.

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

Prospective students may attend an NSSR information session or to meet individually with an admission counselor. Find admission event dates and contact information at newschool.edu/admission.

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

College Liaison
Dana Messinger, Director Admissions, The New School for Social Research

Merida Escandon Gasbarro, Director, Schools of Public Engagement Graduate Programs
TBD, Director, Parsons School of Design Graduate Programs
Henry Watkin, Associate Director, Graduate Programs
Phil Braun, Associate Director, Graduate & AAS Programs
Jesse Schlabach, Assistant Director, Graduate Programs

Gabriela Garcia Juárez, Assistant Director, Graduate Programs
Karl Ramos, Assistant Director, Graduate Programs
Josh Kraemer, Admission Counselor, Graduate Programs
Naomi Spencer, Office Manager

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

APPLICATION PROCEDURES AND POLICIES

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

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

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

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

Academics
complete until all the information requested in the application instructions has been received by the Office of Admission.

Reconsideration Policy
The New School for Social Research no longer allows deferrals. Instead, students can request reconsideration for the same program. Fall applicants must contact the Office of Admission to request reconsideration by September 15; spring applicants must make this request by February 1. We will only reconsider files for students who were admitted during the previous two terms, and you must specify for which upcoming term you would like to be reconsidered. Please note that admission is not guaranteed and scholarship offers are subject to change if admission from the reconsidered application is granted.

Readmission
Previously matriculated students who fail to register for four semesters or more must apply for readmission if they wish to enroll again. Please review newschool.edu/nssr/download-application-materials for application instructions, or contact the Office of Admission. 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 not registered for more than ten years are not eligible for readmission.

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

Regular admission policies and deadlines apply.

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

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

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

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

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

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

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

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

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

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

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

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

Visiting Students

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

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

Non-Degree Students

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

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

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

MAINTAINING ELIGIBILITY FOR INSTITUTIONAL FINANCIAL SUPPORT

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

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

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

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

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

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

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

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

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

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

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

Reiner Schürmann Memorial Scholarship
This scholarship, 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 admission for the Graduate Faculty of Political and Social Science (now The New School for Social Research). This endowment provides support for recipients of Prize, Dean’s, and dissertation fellowships.

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

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

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

The fellowship provides full tuition for up to 30 credits of the PhD coursework, followed by up to six semesters of fees and a $20,000 RA annual stipend in the first three years. Fellows will be expected to work as research associates at the Retirement Equity Lab for up to 20 hours per week during the three years during which they receive the stipend.

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

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

Paul Sweezy Fellowship
Named for two of the 20th century’s most influential Marxist economists, Magdoff (1913-2006) and Sweezy (1910-2004) edited the journal Monthly Review, which Sweezy co-founded in 1949, and which still stands as the longest continuously published socialist magazine in the United States. Sweezy’s works include The Theory of Capitalist Development: Principles of Marxian Political Economy (1946) and Monopoly Capital: An Essay on the American Economic and Social Order (1966, with Paul Baran). Magdoff’s best-known book is The Age of Imperialism: The Economics of US Foreign Policy (1969). Magdoff and Sweezy co-authored six other books, including Stagnation and Financial Explosion (1987), one of the earliest treatments of the problem of financialization that continues to plague the US economy today. Over the course of three years, the fellowship will provide full funding for nine incoming doctoral students in the Department of Economics.

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

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

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

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

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

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

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

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

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

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

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

- The Sara Borkshtein Fellowship in honor of 13-year-old Sara Borkshtein, born in Lombzb, Poland, in 1930 and perished in Auschwitz in 1943.
- The Joseph Flattau Fellowship in honor of nine-year-old Joseph Flattau, born in Poland in 1933 and perished in Treblinka in 1942.
- The Tillie Jakir Fellowship in honor of seven-year-old Tillie Jakir, born in Rudke, Poland, in 1935 and murdered in Lvov, Poland, in 1942.
- The Abraam Kardasr Fellowship in honor of five-year-old Abraam Kardasr, born in Radchov, German Silesia, in 1938 and perished in Radziechow, Poland, in 1943.
- The Genia Perelmuter Fellowship in honor of two-year-old Genia Perelmuter, born in Kremieniec, Poland, in 1939 and perished in Kremnitz, occupied USSR, in 1941.
- The Moshe Sarchon Fellowship in honor of 13-year-old Moshe Sarchon, born in Rhodes, Greece, in 1931 and perished in Auschwitz in 1944.
- The Hedviga Schwartz Fellowship in honor of three-year-old Hedviga Schwartz, born in Prague, occupied Czechoslovakia, in 1940 and perished in Auschwitz in 1943.
- The Sarah Sterner Fellowship in honor of eight-year-old Sarah Sterner, born in Krakow, Poland, and perished in Treblinka.
- The Abraham Tabak Fellowship in honor of nine-year-old Abraham Tabak, born in Romania in 1935 and perished in Auschwitz in 1944.

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

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

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

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

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

Alfred and Cecile Mundheim Fellowship
This endowment, established in memory of Alfred and Cecile Mundheim, provides support for Prize, Dean’s, and dissertation fellowships.
FELLOWSHIPS AND SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Need-Based Scholarships and Grants

**Loans**
- William D. Ford Direct Student Loans
- William D. Ford Direct Parent Loans for Undergraduate Students (PLUS)
- William D. Ford Direct Graduate PLUS Loans
- Federal Perkins Loan Program
- Alternative (Private) Credit-Based Educational Loans

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

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

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

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

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

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

COURSE DESCRIPTIONS

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

ACADEMIC CALENDAR

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

DEGREE COMPLETION

TERM LIMITS

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

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

Students who have exceeded the time to degree will be placed on probation and given a timeline for completion. Failure to follow the timeline could result in dismissal from the program.

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.

DEGREE REQUIREMENTS

Master or Arts or Master of Science

General Requirements

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

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

Course Requirements

Master of Arts degrees in anthropology, economics, global political economy and finance, historical studies, liberal studies, philosophy, politics, psychology, sociology, and creative publishing and critical journalism require completion of 30 credits in approved courses, with a cumulative GPA of at least 3.0. A student with a GPA below 3.0 (higher in some departments) 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).

Master’s Oral or Written Examinations

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

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

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

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

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

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

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

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

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

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

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

Dissertation Committee and Defense Committee
A PhD candidate recommends three members of the faculty to constitute a dissertation committee, one of whom will serve as the student’s dissertation supervisor. The department reviews and approves, or otherwise responds to, the candidate’s
Fourth Member of PhD Dissertation Committees
PhD candidates are required to select a fourth member from outside their departments and their discipline for their dissertation committee. The external member may come from the NSSR, The New School, the Inter-University Doctoral Consortium, or another accredited U.S. or international university. Students will be encouraged to develop working relations with a faculty member outside their department as they complete their course requirements and before defending their prospectus for a doctoral dissertation. The outsider or fourth member should be incorporated into both the proposal stage and the final dissertation project defense.

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

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

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

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

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

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

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

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

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

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

DOCTORAL DISSERTATIONS APPROVED BY THE NEW SCHOOL FOR SOCIAL RESEARCH IN 2018

Anthropology
Tyler Boerson
Greek Liquidity: Housing, Credit, and the Globalization of Insolvency

Jason Euren
In Search of Innovation: Hacking Technocracy, Participation, and Politics in the Bay

Brie Gettleson
The Desaparecidos of Everyday Life: Militarism and Femicide in Guatemala

Frederick C. Howard III
Talking to Hide Things: Colonial Recursions and Veteran Care on Pine Ridge

Rhea Bonita Rahman
Global Muslims Doing Good: Islamic Humanitarianism in Practice

Emily Sekine
The Unsteady Earth: Geological Kinships in Post-Fukushima Japan

Marisa E. Solomon
Letting Trash Talk: Garbage in the Order of People

Ana Maria Ulloa Garzon
After Flavor: An Ethnographic Study of Science, Industry, and Gastronomy
Economics
Francisco Jesus Aldape
Essays on the History of Economics and Economic Policy during the Interwar Period

Keith Blackwell

Monica Lissette Hernandez Chavez
Essays on the Political Economy of Co-operation and Co-ordination

Samar Issa
Life After Debt: Inquiry into Bank Leverage

Ingrid Harvold Kvangraven
Essays on Global Development, Trade and Finance

Ozlem Omer
Essays on Modeling Housing Market Behavior, Income Distribution and Wealth Concentration

Damien Nicholas Parker
Amalgamation of Capital: A Treatise on Wealth Distributions

Houda Rabah
Restricted Portfolio Management: The Case of Islamic Finance

Catherine C. Ruetschlin
Intra-Industry Occupational Segregation: Measuring the Role of Race & Ethnicity in Occupational Hierarchies

Luis Daniel Torres Gonzalez
Essays on Prices of Production and the Interindustry Structure of Technology and Demand

Jangho Yang
Essays on the Statistical Equilibrium Model of Technical Change

Politics
Jong Wan Baik
When Active Labor Market Policies are Passive: The Origins of Underdeveloped Active Labor Market Policies in South Korea

Kalaya Chareonying
The Political Construction of the Housing Finance Market from the “Great Society” to the “Ownership Society,” 1968-2008

Chelsea R. R. Ebin
Remaking the American Right: Conservative Catholic and Protestant Political Coalition Building, 1968-1981

Peter Janos Galambos
The Method of Utopia: Critical Urbanism and the Ideal City

Lara-Zuzan Goesorkhi
State-Islam Relations in Germany and in the US: How Muslim Immigration Increases Secularization

Julia Honkasalo
Superfluous Lives: An Arendtian Critique of Biopolitics

Brandon Koenig
The New Politics of Labor

Joseph Lombardo
In the Kingdom of Dams: Water, Governance, and the Keban Project in Eastern Anatolia, 1961-1974

William Payne
Why We Can’t Wait: An Identity Account of Nonviolent Civil Disobedience

Scott B. Ritner
The Critical Spirit: The Pessimistic Heterodoxy of Simone Weil

Philosophy
Jacob Browning
Inventing Perceptual Content: The Given from Kant to McDowell

Jeremy Butman
Terrestriality: The Critique of Metaphysics and the Concept of the Planet

Robert Grimwade
Excess and Reflection: Beauty, Sublimity, and the Sensuous in the Aesthetics of Kant, Schopenhauer, and the Early Nietzsche

Edward Guetti
Conspicuous Absences and Formative Losses

Kathleen Kelley
Automatism is a Humanism: Cavell, Medium, and Modernism

Marianne Aimee Le Nabat
Collective Action

Joseph Lemelin
Nature’s Form in Aristotle: An Essay on the Artificial and the Natural

Roxanne Magee
On Conceptualism: An Inquiry into Language and Thought

Luis Recoder
ZWANGSANALYSE: Adorno and the Compulsion of the Dialectic

Mark Thorsby
Intersubjectivity and Moral Failure

Maxwell Tremblay
Frantz Faron’s Philosophy of Race: Self, World, and Revolution

Yi Wu
The Sea and the Mirror: Essayings in De-territorialization and Mimesis
Jacqueline Vimo  

Amanda Leigh Zadorian  
Competing for Legitimacy: Oil Industry Governance in Russia

**Clinical Psychology**
Madeline August  
*Exploring the Relationship between Therapist Experientially Grounded Reflection and Psychotherapy Process and Outcome*

Eleonora Pia Cavalca  
*Exploring Individual and Dyadic Variables Influencing the Endorsement of Suicidal Ideation and Attempts in a Treatment Seeking Sample of Undergraduate and Graduate Students*

Or Dagan  
*Attachment Security Moderates the Link Between Adverse Childhood Experiences and Cellular Aging*

Lauren Defressine  
*Delay of Gratification: A Peer Interaction Perspective in At-risk Preschool Children*

Elizabeth Feinberg  
*Self-Objectification and Menstruation: The Role of Negative Attitudes and Emotions about Menstruation on the Experience of Physical Symptoms*

Andrea Fortunato  
*Negotiating Embodied Female (dis)Empowerment: A Foucauldian Discourse Analysis of Amy Cuddy’s Power Poses*

Mallorie Laura Gordon  
*Modeling Sun-Related Behavior Among Adolescent Cancer Survivors Using Cancer Affect, Perceived Risk, and the Theory of Planned Behavior*

Clayton Hartmann  
*Countertransference in the Grieving Substance Abuse Clinician*

Michael Kinsey  
*Video Feedback in the Group Attachment-Based Intervention: Inferring therapeutic action through a text analysis of two conditions of group therapy*

Jessica Kraus  
*The Experience of Shame in Treatment for Problematic Alcohol Use*

Iryna Krotava  
*Psychological Factors Associated with Risk-Taking Behavior among Traders in the Financial Industry*

Saunak Nanavati  
*Neuropsychology and Mindfulness*

Nancy Ng  
*Taoist Cognitive Therapy*

Adella Nikitiades  
*An Exploration of Relational Patterns of Mothers and Their Children Exposed to Domestic Violence and Observed Changes Following Group-Attachment Based Intervention (GABI)*

Lory Jean Reyes  
*Just Relax: Effects of a brief meditation induction on dimensions of state impulsivity*

Karen Rosenfeld  
*Attachment in the Middle School Years, Academic Skills and Social Adaptation*

Victoria Sliva  
*Trying to be Supermom: Negotiating Conflict Regarding Food and the Body and Mother-Daughter Relationships*

Jennifer Suero  
*Racial Identity Attitudes and its Role in Multicultural Competence, Working Alliance and Countertransference in the Ethnically Matched Latinx Dyad*

Treva Van Cleave  
*How to disappear completely: Embodied dissociation in childhood trauma survivors*

Lucy Wood  
*The Role of Language in Emotion Regulation*

Rachel Naomi Wyner  
*The Evolution of Attachment Patterns in Psychotherapy and Their Bearing on the Patient-Therapist Bond*

**Cognitive, Social, Developmental Psychology**
Stefanie Fail  
*Paralinguistic Indicators of Social Desirability in Mobile Survey Responses*

Courtney Kellner  
*Factors Affecting Irony Alignment in an Online Message Board*

Denise Poche-Jetter  
*Eat, Mate, Kill: The Relationship Between Local Environment and Social Affordances in Goal and Intention Attribution*

Christopher Seemann  
*Waiting to be Bored: A Case for the Anticipation of Boredom with Physiological Correlates*

**Sociology**
Barbara Adams  
*The Artist as Social Researcher*

Scott Beck  
*Between Hunger and Heaven: Poverty and Moral Life at a Christian Church in Taiwan*

Anton Henry DeRosa  
*Grounds for Discourse: Market Manipulation in the Global Coffee Market’s Imagined Community*
Kumiko Endo
Japan’s “Lost Generation” and the Singlehood Paradox: Navigating Uncertainty in Gender Norms and Weak Ties

Rezvaneh Ganji
Between Values and Norms: Amnesty International and Human Rights Watch on Long-Term Economic Sanctions

Mayuko Kawai
The 70-Year-Old Unamended Constitution: The Legacy of An Imposed Pacifist Sovereignty in Japan

Andrew Kloppe
Corruption and the Economy of Political Communication: A Sociological and Interdisciplinary Analysis of U.S. Supreme Court Discourse (c. 1976-2010)

Olimpia Mosteanu
Inhabiting Ethics: The Tenement Houses of New York City and Buenos Aires, 1870-1920

Ayako Sairenji
Japanese Christians in the Tri-State Area of New York, New Jersey and Connecticut

Harrison Schultz
Playing with Deviant Behavior

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

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Miriam Ticktin, Chair and Associate Professor
Abou Farman, Assistant Professor
Lawrence Hirschfeld, Professor of Anthropology and Psychology
Nicolas Langlitz, Associate Professor and Director of Undergraduate Studies
Hugh Raffles, Professor
Janet Roitman, Professor
Miriam Ticktin, Associate Professor

Affiliated Faculty
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Rachel Heiman, Assistant Professor of Anthropology, Schools of Public Engagement
Benjamin Lee, Professor of Anthropology and Philosophy
Gustav Peebles, Associate Professor and Chair of Social Sciences, Schools of Public Engagement
Tobias Rees, Reid Hoffman Professor of Humanities (2018-2019)

Antina von Schnitzler, Assistant Professor of International Affairs, Milano School of Management, Policy, and Environment

Visiting Faculty
Koray Caliskan, Faculty Fellow, Heibroner Center for Capitalism Studies
Natasha Iskander, Visiting Professor, Zolberg Institute on Migration and Mobility (Spring 2019)
Caitlin Zaloom, Faculty Fellow, Heibroner Center for Capitalism Studies

Post-Doctoral Fellow
Julia Morris, DPhil, University of Oxford
Hammad Sheikh, PhD New School for Social Research

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

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

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

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

MA Written Examination
Students who have completed 27 credits with a cumulative GPA of 3.0 can petition to sit for the anthropology written examination, which is based on the required sequence of core and thematic courses. The examination is offered once a year in the spring semester.
Master of Philosophy in Anthropology (MPhil)
The degree of master of philosophy in anthropology is conferred upon a matriculated student who has fulfilled all the requirements, except the oral examination and dissertation, of the PhD degree in anthropology.

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

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

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

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

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

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

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

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

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

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

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

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

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David Howell, Professor of Economics, Milano School of Management, Policy, and Environment

Part-time Faculty
Marina Durano, Part-Time Faculty
Stephanie Kelton, Part-Time Faculty
Mohammed Aliuddin Khan, Part-Time Faculty
Gary Mongiovi, Part-Time Faculty
Jamee Moudud, Part-Time Assistant Professor
Michalis Nikiforos, Part-Time Faculty

Visiting Faculty
Christian Schoder, Visiting Assistant Professor

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

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

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

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

The 30-credit curriculum consists of six required courses, three electives, and an internship or mentored research project. The degree is awarded for successful completion of the required credits; a comprehensive examination is not required. Every PhD student must take at least one upper-level seminar (three credits) approved by the faculty. Advanced Microeconomics

Required Courses
Three core courses: 12
- GECO 6190 Graduate Microeconomics
- GECO 6191 Graduate Macroeconomics
- GECO 6181 Graduate Econometrics (GECO 5010 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181; candidates who enter the program with strong backgrounds in economics may, with permission, substitute appropriate upper-level courses to meet any of the core course requirements.)
## Required Courses (cont.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two political economy courses:</td>
<td>12</td>
</tr>
<tr>
<td>GECO 5104 Historical Foundations of Political Economy I and one of the following:</td>
<td></td>
</tr>
<tr>
<td>GECO 5105 Historical Foundations of Political Economy II</td>
<td></td>
</tr>
<tr>
<td>GECO 5250 Rethinking Capitalism</td>
<td></td>
</tr>
<tr>
<td>GECO 5266 The World Economy</td>
<td></td>
</tr>
<tr>
<td>One of following two finance courses:</td>
<td>3</td>
</tr>
<tr>
<td>GECO 6269 Financial Economics</td>
<td></td>
</tr>
<tr>
<td>GECO 6907 International Finance</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Internship GECO 6991 (arranged with the student's faculty advisor)</td>
<td></td>
</tr>
<tr>
<td>Mentored Research GECO 6993</td>
<td></td>
</tr>
<tr>
<td>Three Electives</td>
<td>12</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### 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 (cont.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GECO 6190 Graduate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GECO 6191 Graduate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GECO 5104 Historical Foundations of Political Economy I</td>
<td>3</td>
</tr>
<tr>
<td>GECO 6181 Graduate Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>(GECO 5010 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181; candidates who enter the program with strong backgrounds in economics may, with permission, substitute other appropriate upper-level courses to meet any of the core course requirements.)</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Internship GECO 6991 (arranged with the student's faculty advisor)</td>
<td></td>
</tr>
<tr>
<td>Mentored Research GECO 6993</td>
<td></td>
</tr>
<tr>
<td>Five Electives*</td>
<td>15</td>
</tr>
</tbody>
</table>

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

### Master of Science in Economics

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

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

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GECO 6190 Graduate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GECO 6191 Graduate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GECO 5104 Historical Foundations of Political Economy I</td>
<td>3</td>
</tr>
<tr>
<td>GECO 6181 Graduate Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>(GECO 5010 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181; candidates who enter the program with strong backgrounds in economics may, with permission, substitute other appropriate upper-level courses for any of the specified core courses.)</td>
<td></td>
</tr>
<tr>
<td>Any two of the following</td>
<td>12</td>
</tr>
<tr>
<td>GECO 6281 Advanced Econometrics I</td>
<td></td>
</tr>
<tr>
<td>GECO 6200 Advanced Microeconomics</td>
<td></td>
</tr>
<tr>
<td>GECO 6202 Advanced Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>GECO 6204 Advanced Political Economy I</td>
<td></td>
</tr>
<tr>
<td>GECO 6205 Advanced Political Economy II</td>
<td></td>
</tr>
<tr>
<td>GECO 6206 Post-Keynesian Economics</td>
<td></td>
</tr>
<tr>
<td>GECO 6214 Further Topics in Advanced Political Economy</td>
<td></td>
</tr>
<tr>
<td>GECO 6192 Classical Macrodynamics</td>
<td></td>
</tr>
</tbody>
</table>

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

#### Comprehensive Examination

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

### PhD in Economics

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

- Petitioner’s cumulative GPA must be 3.5 or better, including in all econometrics courses taken
- The 18 credits must include one PhD core theory course
Four core courses are required:  

- Directed Dissertation Study (GECO 7991).

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. Up to nine credits may be taken as courses in other graduate programs may, at the discretion of the Department of Economics, be transferred and applied to meet PhD course requirements. Transfer credits must have been earned for courses relevant to The New School PhD degree in Economics, in which a GPA of 3.0 or better was maintained. Transfer credits cannot be used to meet the seminar requirement; this is also the case for transfer credits.

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

**Transfer Students**

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

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).

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GECO 6200 Advanced Microeconomics I</td>
<td>4</td>
</tr>
<tr>
<td>GECO 6202 Advanced Macroeconomics I</td>
<td>4</td>
</tr>
<tr>
<td>GECO 6281 Advanced Econometrics I; one of</td>
<td>4</td>
</tr>
<tr>
<td>the following:</td>
<td></td>
</tr>
<tr>
<td>GECO 6204 Advanced Political Economy (I or II)</td>
<td>2</td>
</tr>
<tr>
<td>GECO 6206 Post-Keynesian Economics</td>
<td>2</td>
</tr>
<tr>
<td>GECO 6214 Further Topics in Advanced Political Economy</td>
<td>2</td>
</tr>
<tr>
<td>GECO 6192 Classical Macrodynamics</td>
<td>2</td>
</tr>
<tr>
<td>GECO 6200 Advanced Microeconomics I</td>
<td>4</td>
</tr>
<tr>
<td>GECO 6202 Advanced Macroeconomics I</td>
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</tr>
<tr>
<td>GECO 6281 Advanced Econometrics I; one of</td>
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</tr>
<tr>
<td>the following:</td>
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<td>GECO 6204 Advanced Political Economy (I or II)</td>
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<tr>
<td>GECO 6214 Further Topics in Advanced Political Economy</td>
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<tr>
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</tr>
<tr>
<td>GECO 6200 Advanced Microeconomics I</td>
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<tr>
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<tr>
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<tr>
<td>the following:</td>
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<tr>
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<td>2</td>
</tr>
<tr>
<td>GECO 6206 Post-Keynesian Economics</td>
<td>2</td>
</tr>
<tr>
<td>GECO 6214 Further Topics in Advanced Political Economy</td>
<td>2</td>
</tr>
<tr>
<td>GECO 6192 Classical Macrodynamics</td>
<td>2</td>
</tr>
</tbody>
</table>

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

A student is considered a candidate for the Doctor of Philosophy degree only after passing both Qualifying exams.

**Areas of Study**

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

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

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

**Mathematics Requirement**

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

**Language Requirement**

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

**Qualifying Examinations**

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

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

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

A student is considered a candidate for the Doctor of Philosophy degree only after passing both Qualifying exams.

**Dissertation Proposal, Oral Examination, and Dissertation**

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

If the proposal is approved, the student must write and subsequently defend the dissertation to his or her committee. The policies of The New School for Social Research as described in the Degree Requirements section of this catalog apply.
Master of Philosophy in Economics (MPhil)
The degree of master of philosophy in economics is conferred upon a matriculated student who has fulfilled all the requirements of the PhD degree in economics except the oral examination and dissertation.

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

Economics Courses
The Department of Economics is committed to a broad, critical, and historical approach to the study of economics and the application of analytical tools to the study of real economic problems. Students can pursue innovative research and study in the fields of political economy, macroeconomics, monetary economics, financial markets, international and development economics, economic policy, the history of economic thought, and economic theory. All courses carry three credits unless otherwise stated in the description or course descriptions and schedules, see the University Course Catalog online at newschool.edu/ucc.
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. The second explores the movements, schools, branches, and ideas associated with those figures. Philosophy at The New School for Social Research is thus the study of phenomenology, hermeneutics, and pragmatism; political and social thought; feminist philosophies; philosophies of race; ethics, critical theory, and aesthetics; epistemology, metaphysics, and ontology; logic and language; rationality, methodology, and naturalism within the social sciences; nature, culture, beauty, and goodness; unconscious and conscious processes; and contingency, necessity, human freedom, tragedy, and truth.

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

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

Part-Time Faculty
Alan Bass, Part-time Assistant Professor
David Carr, Part-time Lecturer
Bernard Flynn, Part-time Associate Teaching Professor
Simona Forti, Part-time Lecturer
Ross Poole, Part-time Assistant Professor
Eugene Thacker (Fall 2018)

Visiting Faculty
Mirjam Kotwick, Onassis Lecturer

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

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

The Graduate Faculty Philosophy Journal is published twice yearly.

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

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

MaP (“Minorities and Philosophy”) is an international organization encompassing a collection of chapters from different philosophy departments aiming at examining and addressing issues of minority participation in academic philosophy. Though primarily led by graduate students, MaP also relies on faculty support and encourages undergraduate participation. Through MaP’s network, students can exchange ideas on topics related to minorities and philosophy, meet and support peers, and learn from other philosophy departments. MaP chapters can choose to provide their respective departments with regular feedback on the department climate.

Our New School chapter was founded in the fall of 2016, and since then we have been very active. We have hosted several colloquia so far (our list of keynotes includes Linda Martin Alcoff from CUNY Graduate Center and Satya P. Mohanty from Cornell). We also run a reading group that meets every other week to discuss selected texts participants agree upon at the beginning of each semester. Additionally, our MaP chapter is taking part of a new
project entitled “NY-MapWorks,” a series of monthly workshops sponsored by the “Minorities and Philosophy” chapters of Columbia, CUNY Graduate Center, NYU, Rutgers, and The New School. Broadly speaking, our chapter aims at addressing (a) minority issues in the profession, (b) theoretical issues regarding philosophy of gender, race, sexual orientation, class, disability, native language, etc., and (c) philosophy done from minority perspectives. At the same time, our meetings and workshops are open to the general public, and everyone is welcome to join!

Philosophy Graduate Student Conference, held annually during the spring semester. Invited scholars as well as graduate students attend the annual conference to discuss an array of philosophical topics.

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

Programs of Study
A more detailed explanation of the MA and PhD requirements and other information of interest to graduate students in philosophy can be found in the Philosophy Student Handbook, available in the department office and online. The comprehensive philosophy examinations cover four 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 and writing and defending a master’s thesis or qualifying paper or passing a combined written and oral examination. At least 24 credits must be earned in courses listed or cross-listed in Philosophy, and at least six of these credits must be for seminar courses. Up to six credits may be earned for courses offered by other graduate programs of The New School not cross-listed as philosophy courses. Policies regarding transfer of credits are described in this catalog under Transfer of Credits and in the Philosophy Student Handbook found online.

Required Courses
One course in quantificational logic (waived for students who pass a department examination or receive an exemption for previous undergraduate coursework in logic)
One course in Ancient and Medieval Philosophy as defined by the department
One course in 20th Century Analytic Philosophy as defined by the department
At least one course in two of the three core subject areas as defined by the department: Renaissance and Early Modern Philosophy, 18th and 19th Century Philosophy, and 20th Century Continental Philosophy.

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

Language Requirement
Master’s degree candidates must demonstrate reading ability in one of four languages other than English: Ancient Greek, Latin, French, or German. It is also possible to petition the Chair to pass the language requirement with another language. 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, Qualifying Paper, and Examinations
Students who have completed 24 of the 30 credits (including the core courses) with a cumulative GPA of at least 3.0 and have met the language requirement can complete the MA degree requirements on one of two tracks. Continuing students who expect to go on to doctoral studies have three 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; (2) write and defend a qualifying paper, and pass an oral examination in two of the five topics not discussed in the qualifying paper; (2) pass a written examination on two of the five topics designated for the MA examinations and pass an oral examination on two of the five other topics. Acceptance to the PhD program requires a score of high-pass on at least three of the four examination topics and no failing scores. A student whose scores do not qualify for advancement becomes a candidate for a terminal MA degree.

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

Master of Arts in Philosophy with a Specialized Minor in Psychoanalytic Studies
This minor provides Philosophy students with an opportunity to focus their coursework in the field of psychoanalytic studies. Students should petition to enroll in the specialized minor by filling out the Philosophy Department General Petition.

The core of the program consists of four courses and a thesis or qualifying paper in the area of psychoanalytic theory. As in the case of the Continuing and Terminal MA degrees in Philosophy, students in this MA concentration must complete 30 credits for graduation. Of these, 24 credits must be earned in Philosophy department courses, or courses determined by the Chair to count as Philosophy credit. A minimum of six credits must be earned in Philosophy seminars. In addition to satisfying all of the distribution requirements for the terminal MA, students pursuing the specialized minor must also take four courses in psychoanalytic theory. Students should consult the Student Advisors and Chair about what courses can count toward this requirement in a given semester. Courses that fulfill historical distribution requirements may also be counted toward the four courses required in psychoanalytic theory. Students must also fulfill all of the exam requirements expected of students pursuing the terminal MA degree.

(Recent offerings that fulfill the four courses in psychoanalytic theory requirement include: Basic Freud, Freudians and post-Freudians; Ethics and Psychoanalysis; Non-Neurotic Pathologies; Time, Being, and Interpretation; and Psychoanalysis and Deconstruction).

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 in seminar courses. All PhD students must fulfill the following distribution requirements (including MA coursework or their transfer equivalent):

Required Courses for the PhD Program
One course in Ancient and Medieval Philosophy
Two courses in 20th Century Philosophy
One course from each of the following areas:
Renaissance and Early Modern Philosophy
18th and 19th Century Philosophy
20th Century Continental Philosophy
Prospectus Seminar (During their final year of coursework, all doctoral students must register for the yearlong Prospectus Seminar)

All students, including transfer students, must satisfy these course requirements. Students must receive a GPA of 3.0 or better in all philosophy courses and maintain a cumulative GPA of at least 3.0 to remain in good standing.

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 two languages other than English: Greek, Latin, French, or German. A student may petition the department to substitute a language other than one of these if it is particularly relevant to the student’s dissertation topic.

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

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

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

Philosophy Courses
All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at newschool.edu/ucc.
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
Jessica Pisano, Chair and Associate Professor
Quentin Bruneau, Assistant Professor
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science
Mark Frazier, Professor
Victoria Hattam, Professor
Andreas Kalyyas, Associate Professor
Anne McNevin, Associate Professor
James Miller, Professor of Politics and Liberal Studies
David Plotke, Professor
Sanjay Ruparelia, Associate Professor
Deva Woody, Associate Professor
Rafi Youatt, Associate Professor

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

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

Visiting Faculty
Hubertus Buchstein, Theodor Heuss Professor
Michael Dawson, Heilbroner Center on Capitalism Faculty Fellow (Fall 2018)
Riva Katoryano, Visiting Professor (Spring 2019)
Eno Trimcev, Visiting Heuss Lecturer (Fall 2018)
Tobias Mueller, Visiting Heuss Lecturer (Spring 2019)

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

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

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

The remaining nine credits are electives and may be taken in any department of The New School for Social Research or another division of the university. The department encourages students to avail themselves of the rich course offerings of other departments, but courses must be selected with appropriate guidance from the faculty advisor to maintain the coherence of a student’s program of study. To register for a course not listed or cross-listed as Politics, permission of both the Department of Politics and the department offering the course are required. Any course offered by another department may have prerequisites. If so, the instructor of the course and the chair of the other department or committee will determine whether a student from Politics has completed the prerequisites in order to register for the course.
The 60 credits must include:

- previous graduate-level courses, up to a maximum of 30 credits.
- of The New School may be accorded credit for all or some of their
cognate master's degree from another institution or division
- credits for the master's degree. Students accepted into the program
- a language examination administered by the department.

To become a doctoral candidate, a student must pass written
qualifying examinations in two of the program's four fields of con-
centration (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 meth-
ods requirement. (Note: PhD students now entering the program
whose major field is political theory need not fulfill this second
methods requirement.)

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

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

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

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

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

MA Seminar
This course, GPOL 6300, is required for all MA students. It
introduces basic concepts and approaches for analyzing po-
itical 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 re-
search 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 recom-
mandation 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 depart-
  ment at the PhD level on the basis of prior graduate work
  are excused from this requirement)
- PhD Seminar
- Two politics field seminars
- Two courses in research methodology, one of which must
  be in quantitative methods
- At least three credits for Directed Dissertation Study, which
  is normally an independent study with a member of the
  faculty. Students may take up to six credits in Directed
  Dissertation Study.

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

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

The Methods Requirement
Students who have completed an equivalent course elsewhere
may be accorded credit for all or some of their
credentialed master's degree from another institution or division
of The New School may be accorded credit for all or some of their
credit for the master's degree. Students accepted into the program
must take written qualifying examinations in two of the program's four fields of con-
centration (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 meth-
ods requirement. (Note: PhD students now entering the program
whose major field is political theory need not fulfill this second
methods requirement.)

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

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

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

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

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

The Methods Requirement
Students who have completed an equivalent course elsewhere
may be accorded credit for all or some of their
credentialed master's degree from another institution or division
of The New School may be accorded credit for all or some of their
credit for the master's degree. Students accepted into the program
must take written qualifying examinations in two of the program's four fields of con-
centration (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 meth-
ods requirement. (Note: PhD students now entering the program
whose major field is political theory need not fulfill this second
methods requirement.)

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

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

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

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

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

The Methods Requirement
Students who have completed an equivalent course elsewhere
may be accorded credit for all or some of their
credentialed master's degree from another institution or division
of The New School may be accorded credit for all or some of their
credit for the master's degree. Students accepted into the program
must take written qualifying examinations in two of the program's four fields of con-
centration (political theory, comparative politics, global politics,
and American politics) and submit and pass an oral defense of a
dissertation proposal.
examinations is published in the Politics Departmental Handbook.

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

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

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

**Politics Courses**
All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog newschool.edu/ucc.

Most members of the faculty and many students pursue research that crosses the fields of concentration previously defined: Political Theory, American Politics, Global Politics, and Comparative Politics. Important topics such as immigration and citizenship, gender and politics, and international justice, and courses that result from such research, cannot be placed adequately within these conventional categories. In response, the Department of Politics organizes courses by topics that describe the research interests of the current faculty: Democracies in Theory and Practice; Political Thought and Its History; Identities, Culture, and Politics; International Politics; Politics in Economic and Social Context; Political Development in Historical Perspective; and Institutions, Policy, and Governance.
The department was founded by pioneer Gestalt psychologist, Max Wertheimer, who came to The New School as a German refugee fleeing Hitler. 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. It offers MAs in General Psychology and a concentration in Mental Health and Substance Abuse Counseling, as well as PhDs in Clinical Psychology and Cognitive, Social, and Developmental Psychology.

Administrative Staff
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Nichelle Horlacher, Clinical Secretary
Donna Mulcahy, Program Manager, New School Psychotherapy Research Program
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Kelsey Armusewicz, Student Advisor, psychadv1@newschool.edu
Sophia Williams, Student Advisor, psychadv2@newschool.edu
Trisha Toelstedt, Director of Clinical Student Affairs, The New School Clinical Psychology PhD Program

Faculty
Howard Steele, Professor, and Co-Chair for Clinical Psychology Program
William Hirst, Professor, and Co-Chair for the Cognitive, Social, and Developmental Psychology Program
Richelle Allen, Interim Director, New School Psychotherapy Research Program
Adam Brown, Assistant Professor
Doris F. Chang, Associate Professor and Director of Clinical Training
Wendy D’Andrea, Assistant Professor (on leave spring 2019)
Shai Davidai, Assistant Professor
Katrina Fincher, Assistant Professor
Jeremy Ginges, Associate Professor
Lawrence Hirschfeld, Professor of Anthropology and Psychology
William Hirst, Malcolm B. Smith Professor
Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology
Joan Miller, Professor and Director of Undergraduate Studies
Lisa Rubin, Associate Professor
Michael Schober, Professor and Vice Provost for Research (on leave spring 2019)
Miriam Steele, Professor
McWelling Todman, Associate Professor and Director of the Mental Health and Substance Abuse Program

Part-time Faculty
Inga Blom, Part-time Lecturer
Andrew Evdokas, Part-time Assistant Professor
Adrienne Harris, Part-time Lecturer
Ali Khadivi, Part-time Assistant Professor
Herbert Schlesinger, Part-time Assistant Professor (Professor Emeritus)

David Shapiro, Part-time Assistant Professor (Professor Emeritus)
Andrew Twardon, Part-time Assistant Professor
Adrienne Harris, Part-time Lecturer
Ali Khadivi, Part-time Assistant Professor
Herbert Schlesinger, Part-time Assistant Professor (Professor Emeritus)

Visiting Faculty
Sara Konrath, PhD 2007 University of Michigan
Michele Miozzo, PhD 2000 Harvard University

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

Tessa Addison, LCSW
Daisy Alter, Ph.D.
Silvia Birklein, Ph.D., Private Practice
Inga Blom, Ph.D., Lenox Hill Hospital
Doris Chang, Ph.D.
Diana Chen, Ph.D., Gouverneur Healthcare Services
Taylor Chesney, Psy.D.
Cathie Chester, Psy.D., Purchase College Counseling Center
Christopher Christian, Ph.D.
George Collins, Ph.D., Gouverneur Healthcare Services
Sean Condon, Ph.D., Private Practice
Eduvigis Cruz-Arrieta, Ph.D.

Loren Dent, Ph.D., Lenox Hill Hospital
Martin Devine, Ph.D.
Eugenio Duarte, Ph.D.
Banu Erkal, Ph.D., North Central Bronx Hospital
Andrew Evdokas, Ph.D., Bronx-Lebanon Hospital Center
Daniel Feld, Psy.D., Brooklyn VA
Jerry Finkelstein, Ph.D., New School Counseling Center
Alyce Foster, Ph.D., NYU School of Medicine World Trade Center Health Program
Margery E. Frosch, Ph.D., Brooklyn College
Maxine Gann, Ph.D., Private Practice
Daniel Jose Gaztambide, Ph.D.
Daniel Gensler, Ph.D., William Alanson White Institute (WAWI)
Nathalie Going-Wagner, Psy.D., VA New York Harbor Healthcare System Brooklyn Campus
Jason Gold, Ph.D., Private Practice
Judy Gold, Ph.D.
Tiffany Haick, Ph.D., Private Practice
Thrae Harris, LCSW
Jennifer Hunter, Ph.D.
Teresa Hurst, Ph.D., Baruch College Counseling Center
Paul Hymowitz, Ph.D.
Nancy Johnson, Ph.D., Private Practice
Shoshana Kaish, Psy.D, North Central Bronx Hospital
Judy Kaufman, Ph.D.
Randi Kaufman, Psy.D., The Ackerman Institute for the Family
Ali Khadivi, Ph.D., Bronx-Lebanon Hospital Center
Michael Kushner, Ph.D.
Alexander Kriss, Ph.D., Private Practice
Programs of Study
The New School for Social Research offers a general Master of Arts in Psychology that provides broad training in the major fields of psychology and an MA with a concentration in mental health and substance abuse counseling. There are two distinct doctoral programs, with separate application processes, for which students may apply after completing a 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, though they can receive advanced standing.

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

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

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

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

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

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

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

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

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

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

Applying to a PhD program
Applying to the PhD Program in Cognitive, Social, Developmental
Students matriculated in the master’s program in psychology must formally apply to continue on to a doctoral program. Application may be made to the Cognitive, Social, and Developmental (CSD), or the Clinical program, or to both. To enter the doctoral program, a student must complete the distribution requirements for the
MA degree with a cumulative GPA of at least 3.70 at the time of application and have completed both a research methods course and the noncredit Proseminar course. The applicant must identify a member of the faculty to serve as a thesis advisor and must provide a personal statement of purpose. If the application is accepted, the department will appoint a dissertation committee.

**Applying to the PhD Program in Clinical Psychology**

Students currently matriculated in the MA program in psychology who meet all the other requirements for admission to doctoral study in clinical psychology can apply directly for acceptance to the PhD program. MA candidates who expect to enter the clinical psychology program must take courses in experimental psychology, human development, physiological psychology, statistics, social psychology, personality, and research design as part of their MA program of study. To enter the clinical doctoral program, a student must complete the distribution requirements for the MA degree with a cumulative GPA of at least 3.50. A list of these prerequisites and a full explanation of application procedures is available in the Psychology Student Handbook.

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

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

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>16-17</th>
<th>15-16</th>
<th>14-15</th>
<th>13-14</th>
<th>12-13</th>
<th>11-12</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td># of applicants to the program</td>
<td>27</td>
<td>31</td>
<td>21</td>
<td>31</td>
<td>28</td>
<td>33</td>
<td>32</td>
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<td># of students offered admission</td>
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<tr>
<td># of students enrolled</td>
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<td>11</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

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

**Transfer students**

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

**Cognitive, Social, and Developmental Psychology**

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

**Faculty and Research Emphases Associated with Concentrations**

**Cognitive** (Profs. Hirst, Mack, Schober, Ginges, Fincher):

Faculty research centers on consciousness, memory, attention, language and thought, cognitive neuroscience, visual perception, and semantics; for example, the nature of collective memory, intentional blindness, sacred values in intergroup conflict, perspectival taking in language use, social aspects of perception, conversational interaction, social media, and the psychology of music.

**Social** (Profs. Ginges, Hirschfeld, Hirst, Miller, Schober, Chang, Rubin, Davidai, Fincher):

Faculty research centers on political psychology, culture and cognition, close relationships, existential psychology and the impact of cultural artifacts on social cognition. Specific topics include dehumanization, conflict resolution, sacred values, essentialism and tentativity, self-objectification, culture and norms of reciprocity, interpersonal motivation, the origins of racial categories, and immigration and cultural conflict, economic mobility and income inequality, judgement and decision-making, empathy and Theory of Mind.

**Developmental** (Profs. Hirschfeld, Miller, H. Steele, M. Steele):

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

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

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

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

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

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

First-Year Students Clinical Training Experience at The New School Psychotherapy Research Program (NSPRP) and Affiliated Hospital/Clinics
Through an integrated sequence of coursework, case conferences, and practicum experiences, first year students in The New School Clinical Psychology doctoral program will receive a comprehensive foundation in diagnostic interviewing, assessment, and basic clinical skills. Students will receive training in psychodynamic, cognitive-behavioral, and other evidence-based approaches to therapy. The first year clinical training will be provided in two environments, The New School Psychotherapy Research Program (NSPRP) and an inpatient or community health setting. Clinical training will account for a total of approximately 12 hours/week. The NSPRP practicum will include individual therapy cases, individual and group supervision, case conference, and other clinically-relevant training experiences aimed at helping students to develop as scientist-practitioners. At the inpatient hospital setting or community health clinic, students will be exposed to the therapeutic milieu and co-lead therapy groups. The NSPRP placement typically begins on the Tuesday following Labor Day in September and typically ends in July. Students may be expected to begin their off-site placements as early as July, depending on the specific site.

Supervision: The NSPRP training program involves weekly video-recorded psychotherapy with a caseload of a minimum of two clients for 20 sessions each, thorough documentation of therapy sessions in TheraNest, administration of at least 2 phone screens per semester, intakes as assigned, and weekly attendance in case conference. Students will receive 2 hours of weekly supervision: 1 hour of individual supervision and 1 hour of group supervision per week. In addition, students will receive a minimum of half an hour a week of group supervision at their off-site clinical placement.

Case Conference: All students enrolled in the NSPRP practicum are required to participate in a year-long weekly case conference meeting led by the NSPRP Director. This course is focused on the development of foundational clinical skills that cut across theoretical orientations. Course activities involve applied engagement with major works in the field and the presentation and thoughtful discussion of case material. Additionally, each class will include a check-in regarding programmatic and procedural topics followed by discussion of literature relevant to the students’ clinical work, then a presentation involving verbal case formulation and section of a video-recorded therapy session. The Case Conference meetings also provide opportunities for students to address administrative and clinical issues related to their work at the NSPRP. On a monthly schedule, invited guest speakers will speak on a variety of clinical and research topics to supplement students’ training. Students are required to attend the Clinical Case Conference, read and be prepared to discuss assigned readings, and participate actively during the open discussions.

Assessment Training:
All first year students will be trained in diagnostic interviewing, risk assessment (C-SSRS) and diagnostic screening (The
Mini International Neuropsychiatric Interview, 6.0) during orientation and through continued training in the diagnostic interviewing and case conference courses.

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

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

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

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


**Clinical Program Requirements**

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

**Length of the Program**

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

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

Year 1: Core clinical coursework and research

New School Psychotherapy Research Program (NSPRP) Practicum

Year 2: Coursework and research

First externship

Year 3: Coursework and research

Second externship

Year 4: Dissertation

APA accredited internship

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

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

To see program admissions policies that allow students to enter with credit for prior graduate work, go to newschool.edu/nssr/phd-psychology/. Each individual case is unique, so the expected implications for time to completion will vary.

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

As a result of changes in the overall structure and coherence of the program that were initiated in the early 1990s, there has been a general decrease over the last decade in the amount of time students take to complete the program. For example, the average time to completion decreased from 6.28 years in 2006 to 5.5 years in 2012. However, there was an unusually high number of students in the 2009 graduating class who took more than seven years to complete the program. More recently, the average time to complete the program has decreased from 6.25 in 2009 to 5.2 years in 2016.

**Internships**

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

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

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

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

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

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

Contact Information
Sociology Office: 212.229.5737
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levendod@newschool.edu
Kirti Varma, Student Advisor
socadvisor@newschool.edu

Faculty
Eiko Ikegami, Walter A. Eberstadt Professor, Chair (Fall 2018)
Jeffrey Goldfarb, Michael E. Gellert Professor, Chair (Spring 2019)
Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory
Benoit Challand, Associate Professor
Carlos Forment, Associate Professor
Jeffrey Goldfarb, Michael E. Gellert Professor
Elizbieta Matynia, Professor of Sociology and Liberal Studies
Virag Molnar, Associate Professor
Rachel Sherman, Associate Professor
Julia Sonnevend, Assistant Professor
Robin Wagner-Pacifici, University in Exile Professor
Terry Williams, Professor

Affiliated Faculty
T. Alexander Aleinikoff, University Professor and Director, Zolberg Institute on Migration and Mobility
Paolo Carpignano, Associate Professor of Media Studies
Federico Finchelstein, Professor of Historical Studies
Aaron Jakes, Assistant Professor of Historical Studies
Andreas Kalyvas, Associate Professor of Politics
Emma Park, Assistant Professor of Historical Studies
Sanjay Ruparelia, Associate Professor of Politics

Part-Time Faculty
Jeff Weintraub, Part-Time Lecturer (fall 2018)

Visiting Faculty
Nicolas Lynch, Hans Speier Professor (fall 2018)

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

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

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

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

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

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

Required Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>GSOC 5101</td>
<td>Classical Sociological Theory</td>
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<tr>
<td>GSOC 5102</td>
<td>Historical Sociology</td>
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<tr>
<td>GSOC 5061</td>
<td>Contemporary Sociological Theory</td>
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<tr>
<td>GSOC 5069</td>
<td>Logic of Inquiry [methods]</td>
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</tr>
</tbody>
</table>

6 Elective Courses by Advisement 18

Transfer Credit
Students who took graduate courses in sociology or a related social science or humanities elsewhere before entering the program may be able to transfer up to three credits to count toward the MA credit requirements. Petition for transfer of credit can be submitted after a student has completed six credits (two courses) in the Department of Sociology.
MA Written Examination
The MA exam is given once a year at the beginning of the spring 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 one month before the scheduled date, which is published in the Sociology Student Handbook.

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

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

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

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

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

Advanced Standing and Transfer Credit

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

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

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

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

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

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

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

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

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

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

Sociology Courses
All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at newschool.edu/ucc.
At The New School for Social Research, Historical Studies lays the foundation for all social inquiry and for informed debates on the politics and culture of our time. Bridging the humanities with the social sciences, our innovative program trains students in conceptual rigor, archival research, critical analysis, and historical writing. Our strong links to other NSSR departments and to centers and programs located across The New School provide our students with numerous opportunities for engagement with critical social theory and for interdisciplinary collaboration.

Our course offerings cover a wide range of historical periods and world regions, with particular strength in the large-scale transformations of the modern era. Areas of faculty expertise include the global history of capitalism, the history of political violence (including colonialism, fascism and other forms of extremism), gender history, history of social movements, and history and theory. Our diverse approaches employ the insights of critical social theory. Committed faculty mentors work with students to cultivate students' abilities as scholars, as educators, and as writers who can communicate to a wide audience. New York City offers students incredible resources for historical research including libraries, archives, museums, and historical sites.

Contact Information
Historical Studies Office: 212.229.5100 x4927
Annie Huaraca, Senior Secretary
huaracaa@newschool.edu
Admission Liaison: HistStdLiaison@newschool.edu
Cagla Orpen, Student Advisor: HistAdv@newschool.edu

Committee Members
Oz Frankel, Chair and Associate Professor of History
Elaine Abelson, Associate Professor of History
Federico Finchelstein, Professor of History
Aaron Jakes, Assistant Professor of History
Natalia Mehman Petzela, Associate Professor of History
Julia Ott, Associate Professor of History
Emma Park, Assistant Professor of History
Claire Potter, Professor of History
Jeremy Varon, Professor of History
Eli Zaretsky, Professor of History

Affiliated Faculty
Laura Auricchio, Professor of Art History
David Brody, Professor of Art and Design Studies
Carlos Forment, Associate Professor of Sociology
Julia Foulkes, Professor of History
Eiko Ikegami, Professor of Sociology
Andreas Kalyvas, Associate Professor of Politics
Jessica Plano, Associate Professor of Politics
David Plotke, Professor of Politics
Ann Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies

Programs of Study
The CHS offers an MA degree. In addition, it offers the possibility of a specialized history minor for PhDs in the social sciences. More detailed information about CHS degree programs is published in the CHS Curriculum Handbook, available in the CHS office at 80 Fifth Ave, 5th Floor, or on newschool.edu/nssr/historical-studies.

Master of Arts in Historical Studies
The MA in Historical Studies is awarded for successful completion of 30 credits, including two required core courses, a Masters Thesis seminar, 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 graduate programs at the university, as long as they are relevant to the student’s course of studies in history and are selected in consultation with the student’s faculty advisor. Students who contemplate advancing to a PhD program with a specialized Historical Studies minor must take care to use their electives to meet the prerequisites for acceptance to the PhD program in the pertinent social science department.

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
GHIS 6500 Masters Thesis Seminar

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 seminars, conferences, lectures, and other activities.

The Master’s Thesis
Before the conclusion of the second year of their MA studies, students must submit a proposal for a master’s thesis to their faculty and select a thesis advisor. The thesis is normally an original paper based on primary research written in the form of an academic article or in a comparably rigorous, research-based format. It must reference both primary and secondary historical sources and should be between 40 to 60 double-spaced pages (65 pages is the maximum allowed). Students working on a thesis should register for Independent Study under the supervision of their thesis advisor. The completed MA thesis must be submitted to two faculty members of the Committee on Historical Studies for review; the deadlines are May 1 for May graduation and November 15 for January graduation. MA theses that are found unsatisfactory may be revised and resubmitted.

PhD in the Social Sciences with a Specialized Minor in Historical Studies
Students may apply for the Historical Studies specialized minor when they apply for their respective PhD programs in the social science departments or at any stage of their PhD training. Applicants for the minor in Historical Studies must provide the following materials to the secretary of the CHS: a letter of intent explaining the applicant’s scholarly interests and rationale for including historical studies as part of advanced social scientific
research and a transcript of coursework completed at The New School for Social Research. Please note: Applicants must follow on a parallel track the specific application procedures for the acceptance to doctoral study in any of the social science departments. Students whose application for the minor was approved must file a change-of-status petition with the Office of Academic Affairs of The New School for Social Research.

The aim of the PhD minor in Historical Studies 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 Minor in Historical Studies Requirements**

**Course Work**
Students must take the two Historical Studies core courses:
- GHIS 6133 Historiography and Historical Practice
- GHIS 6134 Historical Methods and Sources.

**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 examination—a separate examination for Historical Studies in addition to the examination(s) in their respective social science departments.

**Doctoral Dissertation**
Students who pass all parts of the qualifying examinations are invited to form a dissertation committee, which must include at least one member of the CHS faculty as either chair or second reader. Among other advising responsibilities, this committee member must determine whether the thesis substantively engages historical sources and methodology. Doctoral dissertations in these programs are expected to demonstrate primary source research, an extensive knowledge of the scholarly literature, and the competent formulation and exposition of an intellectual problem.

**Historical Studies Courses**
All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at newschool.edu/ucc.
We live in the grip of powerful ideas and forms of expression. The MA in Liberal Studies helps you achieve an in-depth understanding of these ideas, our world, and your place in it. You are taught to grasp the core issues of our time, and to express yourself meaningfully on them. The MA in Liberal Studies offers practical writing tools and guided in-depth study in cross-disciplinary courses taught by renowned faculty at The New School for Social Research, who share the values of rigorous critical inquiry and thoughtful expression.

At the heart of the program are two core courses. The first — The Making of the Modern World — considers the origins and fate of modern societies as understood by key thinkers who have explained and championed modern social developments, as well as those who have harbored grave anxieties about the shape of modern life. We cover significant currents in the arts, social history, cultural theory, politics, and philosophy. Our second core course — the Master’s Critical Writing Seminar — helps students work on nonfiction writing and criticism, so that they can better express their views with clarity and force. Students often use this course to write the required MA thesis, exploring a topic of their choice in depth and producing a substantive and polished work of prose.

The core courses ground you in the history of ideas and in the practice of sustained writing while helping you form a peer community. From there, you can branch out, taking advantage of the rich offerings and distinguished faculty of The New School. You will work with both a faculty advisor and a student advisor to create a pathway tailored to your individual needs and ambitions. The New School offers a rich selection of courses with world-class professors who can extend your command of critical theory, the history of ideas, aesthetics, philosophy, politics, anthropology, media theory — wherever your curiosity takes you. Courses are available in both the daytime and the evening to fit into even the busiest schedule.

Liberal Studies combines the New School’s tradition of critical and socially engaged inquiry with an interdisciplinary approach to problems in culture. Here are some of the areas in which we have concentrations of expertise and offer elective courses.

**Critical Media Theory**
In these courses, we ask fundamental questions about how evolving media forms and technologies shape our world and ourselves. We look for concepts that can guide our actions in a world seemingly dedicated to constant innovation but also prone to reinforcing old forms of power and new forms of inequality.

**Criticism in Literature and Arts**
In courses on criticism, students are taught to engage with artworks and texts, not just as passive mirrors for social realities but in such a way that criticism becomes a source of new realities and novel understandings of the world.

**Aesthetics**
We see artworks and practices as fundamental way in which human beings make sense of the world, of one another, and of the claims of nature. In courses on aesthetics, which take advantage of our New York City location, we treat artworks as essential to understanding our most basic and pressing questions — from political crises to environmental catastrophes.

**Gender**
We are living through one of the most profound shifts in human history: the breakdown of a gender-based division of labor and the ongoing collapse of gender-based social roles in our most basic institutions. Our courses on gender critically engage with this immense shift, drawing on resources in historical studies, philosophy, feminism and gender theory, and political theory.

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

**Contact Information**
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Jeff Feld, Departmental Secretary
FeldJ@newschool.edu
Admission Liaison: libstdliaison@newschool.edu
Tom Ward, Student Advisor
212.229.2747 x 3029
LiberalStudiesAdv@newschool.edu

**Faculty Members of the Committee**
Paul Kottman, Chair and Associate Professor of Literary Studies
Alice Crary, Professor of Philosophy
Simon Critchley, Hans Jonas Professor of Philosophy
Stefania de Kenessey, Professor of Music
Oz Frankel, Associate Professor of History
Elizabeth Kendall, Associate Professor of Literary Studies
Elizbieta Matynia, Professor of Sociology and Liberal Studies
Inessa Medzhnikovskaya, Associate Professor of Literary Studies
James Miller, Professor of Politics and Liberal Studies
Gustav Peebles, Associate Professor of Anthropology, Schools of Public Engagement
Dominic Pettman, Professor of Culture and Media
Hugh Raffles, Professor of Anthropology
Eugene Thacker, Professor of Media Studies, Schools of Public Engagement
Gina Luria Walker, Professor of Women’s Studies, Schools of Public Engagement
McKenzie Wark, Professor of Culture and Media

**Part-Time Faculty**
Melissa Monroe, Part-time Assistant Professor
Jed Perl, Part-time Assistant Professor

**Program of Study**
The MA degree is awarded for completion of 30 credits and a written master’s thesis. There is one required course: GLIB 5542, The Making of the Modern World, normally taken in the first semester of study. Students are strongly advised to also take GLIB 6301, Master’s Seminar in Critical & Creative Writing, after a student has an approved thesis topic. The remaining 24 credits are electives.

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

**Required Course**
GLIB 5542, The Making of the Modern World

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

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

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

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

What do our students write about? Almost anything. Consider some recent theses titles:
*The Aura of the Brand: Nike and Postmodern Capitalism*
*Ruins and Memories: Walter Benjamin’s Readings of Marcel Proust*
*The Pinochet Case, Universal Jurisdiction, and State Sovereignty*
*Franz Kafka and Hannah Arendt’s Image of Totalitarianism*
*Futurism, Fascism, and Henri Bergson’s Philosophy of Time*
*Constructing Taste: Forecasting Services and the Sociology of Fashion*
*Allegories of Laughter in Baudelaire, Freud, Bataille, and Kundera*
*Arthur Danto’s Interpretation of Andy Warhol*
*The Body Politic in Walt Whitman’s Poetry*
*Race and Heavy Metal*
*Celebrity, Star-Image, and Media Democracy*
*Hope—and Other Feelings Inside a Brooklyn Job Center*

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

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

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

**Liberal Studies Courses**
All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at [newschool.edu/ucc](http://newschool.edu/ucc).
CREATIVE PUBLISHING AND CRITICAL JOURNALISM

A unique venture, the MA Program in Creative Publishing and Critical Journalism brings together faculty from The New School for Social Research and faculty from the Parsons Communication Design program. It is aimed at a variety of students: writers and reporters who dream of becoming the next Susan Sontag or Glenn Greenwald; graphic designers who aspire to follow in the footsteps of Saul Bass or Milton Glaser; and editors who dream of starting a new intellectual quarterly to follow in the footsteps of affiliated faculty like Jonathan Baskin, the founder of The Point. A special strength of the program is its location within The New School for Social Research. This graduate faculty is renowned for its interdisciplinary yet rigorous approach to critical theory and progressive empirical inquiry. A salient concern of the curriculum will be to query the authority and reliability of the information conveyed through both old and new media—and to explore questions about what constitutes a “fact”; and what obligation (if any) reporters, or nonfiction writers, or scholars, or politically-engaged citizens have to tell the truth. At the same, students, through electives, will be able to broaden their horizons by taking substantive graduate courses in other fields, including philosophy, politics, economics, sociology, anthropology, and psychology. Students in creative publishing don’t just study Big Ideas and Great Books and the currently trending theories of media; in addition, they also learn how to use media, by learning the ropes of the New York publishing world, online and in print, up close and personal, through site visits, writing-intensive seminars, collaborative multimedia studio courses, and an individualized capstone project that can take a number of forms: from an edgy essay on philosophy or pop culture to a piece of investigative reporting, from a business plan for a new literary quarterly to design work that demonstrates a student’s ability to create an engrossing reading experience that shows awareness of and empathy for today’s reader.

Contact Information
Creative Publishing/Critical Journalism Telephone: 212.229.2747
Jeff Feld, Senior Secretary
libstudy@newschool.edu

Faculty Members of the Committee
James Miller, Faculty Director, Professor of Politics & Liberal Studies
Jonathan Baskin, Interim Associate Director, Creative Publishing and Critical Journalism
Juliette Cezzar, Assistant Professor of Communication Design, School of Art, Media, and Technology, Parsons School of Design
Melissa Monroe, Part-time Assistant Professor, Liberal Studies
Jed Perl, Part-time Assistant Professor, Liberal Studies
Claire Potter, Professor of History, Schools of Public Engagement
Hugh Raffles, Professor of Anthropology and Director of the Graduate Institute for Design, Ethnography and Social Thought

Part-Time Faculty
Maya Binyam, Part-Time Lecturer
Natasha Lennard, Part-Time Lecturer
Jesse Seegers, Part-Time Lecturer

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

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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Creative Publishing &amp; Critical Journalism: An Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Design &amp; the Future of Publishing</td>
<td>3</td>
</tr>
<tr>
<td>Choose One:</td>
<td></td>
</tr>
<tr>
<td>Journalism, Media &amp; Publishing: Basic Skills Intensive</td>
<td>3</td>
</tr>
<tr>
<td>Multimedia Publishing, Production, and Writing Lab</td>
<td></td>
</tr>
<tr>
<td>One writing-intensive elective course (options include):</td>
<td>3</td>
</tr>
<tr>
<td>Freedom by Design: An Introduction to Modernity</td>
<td></td>
</tr>
<tr>
<td>Truth, Deception, and Self-Deception in Politics &amp; Journalism</td>
<td></td>
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<tr>
<td>Writing the Other</td>
<td></td>
</tr>
<tr>
<td>Cultural Criticism</td>
<td></td>
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</tbody>
</table>

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

Capstone Project
In addition to meeting the requirements described above, students are strongly urged to complete an individual capstone project, either through an independent study, or in the context of the Multimedia Publishing, Production, and Writing Lab. This project may consist of a final piece of criticism, reflective essay, or news article; or an example of design work; or a portfolio that documents editorial or production work done in the program.

Elective Areas of Study
Beyond the three required courses and required writing-intensive elective, students can choose from a wide range of courses designed to enable interdisciplinary study and an independent approach to learning. Students may take any courses offered by any department at The New School for Social Research, or Parsons School of Design, or the Schools of Public Engagement that they consider appropriate to their needs.
Other Guidelines
A GPA of 3.0 or better must be received for all courses taken to meet the 30 credits required for the master’s degree.

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

Creative Publishing & Critical Journalism Courses
All courses carry three credits unless otherwise stated. For course descriptions and schedules, see the University Course Catalog online at newschool.edu/ucc.
The Graduate Certificate in Gender and Sexuality Studies (GSS) is a university-wide program that brings together faculty and courses from across The New School to address gender and sexuality from many disciplinary perspectives.

The certificate is designed to foster intellectual collaboration on issues of gender and sexuality amongst students and faculty. Matriculated students can enroll in the certificate program while pursuing a graduate degree at The New School. Prospective students interested in gender and/or sexuality can apply directly into the program on a full-time or part-time basis.

GSS students can choose courses from a range of disciplines that include, but not limited to: Anthropology; Economics; International Affairs; Philosophy; Politics; Psychology; Sociology; Media Studies; Creative Writing; Fashion Studies; Visual Studies; Art and Design History.

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

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

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

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

Co-Directors
Margaret Bouman, Assistant Professor of Visual Culture
Lisa Rubin, Associate Professor of Psychology

Student Advisor
Kehana Bonagura

Faculty Members of the Committee
Elaine Abelson, Associate Professor of History and Urban Studies
Hazel Clark, Professor of Design Studies and Fashion Studies

Affiliated Faculty
Shana Agid, Professor of Arts, Media, and Communication
Cinzia Arruzza, Associate Professor of Philosophy
Laura Auricchio, Professor of Art History
Chiara Bottici, Associate Professor of Philosophy
David Brody, Associate Professor of Design Studies
Colette Brooks, Associate Professor of Theater and Writing
Katayoun Chamany, Mohn Family Professor of Natural Science and Mathematics
Marilyn Cohen, Part-time Associate Teaching Professor for Parsons School of Design
Emmalon Davis, Assistant Professor of Philosophy
Tracy Ehrlich, Part-time Assistant Professor for Parsons School of Design
Kate Eichhorn, Associate Professor of Culture and Media
Jennifer Firestone, Assistant Professor of Literary Studies
Nancy Fraser, Henry A. and Louise Loeb Professor of Philosophy and Politics
Andrea Geyer, Associate Professor of New Genres
Teresa Ghilarducci, Irene and Bernard L. Schwartz Professor of Economics and Policy Analysis
Terri Gordon, Associate Professor of Comparative Literature
Francesca Granata, Assistant Professor of Fashion Studies
Paul Kottman, Associate Professor of Literary Studies
Sara Lichtman, Assistant Professor of Design History
Rachel G. Lifter, Assistant Professor of Fashion Studies
Lana Lin, Associate Professor of Film Theory and Digital Cinema
L.H.M. Ling, Professor of International Affairs
Laura Y. Liu, Associate Professor of Urban Studies
Michelle Materre, Associate Professor of Media Studies and Film
Brian McGrath, Professor of Urban Design
Virag Molnar, Associate Professor of Sociology
Ricardo Montez, Assistant Professor of Performance Studies
Christina Moon, Assistant Professor of Fashion Studies
Elizabeth Morano, Part-time Associate Teaching Professor
Jeanine Oleson, Assistant Professor of Photography
Veronica Paredes, Part-time Faculty for Schools of Public Engagement
Dominic Pettman, Professor of Culture and Media
Claire Potter, Professor of History
Gabriela Rendón, Assistant Professor of Urban Planning
Miguel Robles-Duran, Associate Professor of Urbanism
Raul Rubio, Associate Professor of Hispanic Studies
Marie M. Serra, Part-Time Assistant Professor
Rachel Sherman, Associate Professor of Sociology
Ann Snitow, Senior Lecturer in Liberal Studies and Associate Professor of Literature
Sheba Tejani, Assistant Professor of International Affairs
Hans Otto Von Busch, Associate Professor of Integrated Design
Gina Walker, Professor of Women’s Studies
Maxine Weisgrau, Part-time Assistant Professor of International Affairs
Mia White, Assistant Professor of Environmental Studies
Terry Williams, Professor of Sociology

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

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

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

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

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

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

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

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

You are encouraged to use this degree audit report as a guide when planning your progress toward completion of the above requirements. Your academic advisor or the Registrar’s Office may be contacted for assistance in interpreting this report.

This audit is not your academic transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar’s Office regarding this degree audit report, your official degree/certificate completion status, or to obtain a copy of your academic transcript.

An official transcript carries the registrar’s, or agent of 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 My.NewSchool.edu. Transcripts are not issued for students with outstanding debts to the university. For additional information visit newschool.edu/registrar/transcripts.

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

In studios, one semester hour of credit requires one, one and one-half, or two hours of class instruction as appropriate to the course. Required hours outside of class are established in proportion to hours of class instruction. For example, a 3 credit studio course which requires 6 in-class instructional hours will require 3 hours of out-of-class work, whereas a 3 credit studio course which requires 3 in-class instructional hours will require 6 hours of out-of-class work. Regardless of number of credits awarded, or length of time, each course must meet a minimum educational envelope of 45 hours for each credit awarded.

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

ACADEMIC RESPONSIBILITY

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

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

All students are responsible for keeping track of their academic progress. At all times, students should be aware of the credits they have earned, are in the process of earning, and have yet to earn in order to meet graduation requirements. If students have questions, they should ask the program advisor and/or the Office of Advising for clarification.

ACADEMIC ADVISING

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

Biannual Academic Review

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

Academic Standing

Undergraduate students should reference the academic standing policies in their home college catalog.

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

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

CHANGES OF DEPARTMENT

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

CHANGES OF STATUS

Applications for a change of status for students from an MA to an
MS program, or to change from PhDS to PhDC status within the
same department must fill out a petition. Petitions are available in
the Office of Academic Affairs.

For students who wish to change status from MA to PhD, an
application is required. See Department sections in the catalog for
more details. If they receive formal acceptance into the PhD, the
student’s status will be changed to PhD in the following semester.

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

COURSE LEVELS AND
REGISTRATION

Individual departments may vary. Contact the advisor in the course
department to check on the level of the course before you register.

Courses numbered 5000–5899 are master’s-level courses.
These are generally open to undergraduates at the junior or senior
level with a standard cap of five undergraduates in any course; the
course instructor has the prerogative to raise or lower the cap. A
limited number of 5000–5899 courses are cross-listed with other
graduate colleges. A roster of crosslisted 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 candi-
dates.

Special courses and practica are numbered 5900–5999, 6900–6999,
and 7900–7999. Special permission is always required for these.

Open to Majors/Open to non-Majors designations indicate the
following:
Courses not considered core for the MA or PhD degree are open
to non-majors with restrictions. These courses generally accommo-
date students from outside the major and division. Core courses
for the MA and PhD, as well as classes that are open only to
students in the department, are coded as open to majors only.

Bachelor’s-Masters Students
Undergraduates in bachelor’s/master’s combined programs can
take 5000- and 6000-level courses subject to enrollment cap
restrictions, and, in some cases, instructor permission. Bachelor’s/
master’s students can obtain information about available courses
from the departmental student advisors at The New School for
Social Research. However, they register for these courses through
their respective home divisions according to that division’s regis-
tration procedures. For more information: newschool.edu/bama.
INTER-UNIVERSITY DOCTORAL CONSORTIUM

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

COOPERATIVE LAW SCHOOL PROGRAM

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

EXCHANGE AND OVERSEAS STUDY PROGRAMS

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

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

TRANSFER OF CREDITS

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

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

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

Masters Programs

At least 27 of the credits required for a master’s degree must be earned in residence. Not more than three (3) credits earned at another university can be accepted for transfer.
PhD Programs
Credits for graduate courses completed at other institutions may be transferable up to a maximum of 30 credits at the discretion of the department.

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

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

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

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

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

Most graduate students maintaining status also register for equivalency credits based on the type of work they are undertaking while maintaining status (writing a thesis, studying a foreign language, or preparing for a comprehensive examination, etc.).

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

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

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

International students on F-1 or J-1 visas are required by law to be registered for at least nine credits per semester, unless their exchange program specifies different enrollment criteria (consult with the International Student and Scholar Services about exceptions). International students who have completed all coursework must register for equivalency in order to maintain their visas.

Students who register for equivalency must also register for either regular courses or to maintain status except in the summer term. For more information, consult with a student or faculty advisor. Students who have reached the designated time limit for completion of their degrees and have been granted an extension of time will not be given equivalency credit except in special circumstances determined on a case-by-case basis.

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.

Leave of Absence and Withdrawal
Students wishing to withdraw or take a leave of absence from the University should raise a flag in Starfish or contact academic affairs. Students should consult with their advisor before submitting their request and to review the Academic Calendar for any relevant policy deadlines.

Compulsory Withdrawal
The New School for Social Research reserves the right to require a student to withdraw from study for reasons of academic performance or personal behavior. Departments may also withdraw students administratively if they are no longer active in the program. Academic reviews, conducted twice yearly to assess student progress, may provide the basis for department decisions to withdraw students for the reasons above. When withdrawal is required, the student will receive a tuition refund, if applicable, in accordance with registration regulations and university refund policy.
**Dismissal Notification**
Students dismissed based on fall semester grades must be notified before spring semester classes begin. Otherwise, the student will be placed on probation and allowed to attend spring term classes.

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

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

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

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

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

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

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

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

**Grades and Grading**

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 transcripts on My.NewSchool.edu or degree audits in Degree Works. 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 My.NewSchool.edu.

### Numerical Values of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Work of exceptional quality, which often goes beyond the stated goals of the course</td>
</tr>
<tr>
<td>A-</td>
<td>Work of very high quality</td>
</tr>
<tr>
<td>B+</td>
<td>Work of high quality that indicates substantially higher than average abilities</td>
</tr>
</tbody>
</table>
B Very good work that satisfies the goals of the course
B- Good work

_Satisfactory completion of a course is considered to be a grade of B- or higher._

C+ Above-average work
C Average work that indicates an understanding of the course material; passable
C- Passing work but below good academic standing
D Below-average work that indicates a student does not fully understand the assignments; probation level
F Failure, no credit

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>Z</td>
<td>Unofficial Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>Temporary Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Pass (credits count toward degree)</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory (credits do not count toward degree)</td>
</tr>
<tr>
<td>GM</td>
<td>Grade not reported</td>
</tr>
</tbody>
</table>

**Grade of W**

The grade of W may be issued by the Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript.

**Grade of Z**

The grade of Z is issued by an instructor to any undergraduate student who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an “F,” which indicates that the student technically completed requirements but that the level of work did not qualify for a passing grade.

**Grades of Incomplete**

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

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

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

In unusual circumstances, a PhD student (only) may obtain a six-month extension of the time limit to make up an incomplete. Petition forms are available in Office of Academic Affairs. Extensions require the signed agreement of the instructor, the department chair, and the assistant dean of academic affairs. In no case will a grade of “I” be maintained in the record for more than two years. Doctoral students who need more information about the policy regarding grades of Incomplete should consult with the assistant dean of academic affairs.

Students who need to attend a class in order to make up an incomplete must obtain the instructor’s approval to attend and must register to audit the course.

**Grade 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 unless the degree has been conferred. After that time has elapsed, or if a degree has been conferred, all grades recorded in the registrar’s office become a permanent part of the academic record, and no changes are permitted.

In the interest of fairness to all students registered in a course, grade changes should be submitted only for the following reasons:

1) a recording or calculation error was made by the instructor or
2) an agreement is made between the student and the instructor to reevaluate all work submitted during the semester in which the course was taught. Please note that an agreement by the instructor to reevaluate work does not guarantee a higher grade. No work should be accepted after the semester has ended unless an Incomplete grade was approved by the instructor before the last class session.

**Grade Appeal Policy**

Students can petition for an academic grade review by following the procedure outlined below within 60 days after the grade was posted or within 30 days if the student has petitioned to graduate. Before deciding to appeal for a grade change, the student should request an explanation of the basis of the grade from the instructor. If the student is not satisfied with the explanation, the student may appeal the grade as follows:

- The student submits a letter outlining any questions or objections directly to the faculty member, with a copy to the department chair. (If the faculty member is also the chair, 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, if the faculty member is also the chair, to the dean’s office).
- If the student is not satisfied by the faculty member’s written response, the student may appeal further by asking the department chair to review the grade and all supporting materials.
- If the student is not satisfied with the chair’s written response, the student may appeal further by writing and sending copies of previous communication to the dean’s office. The associate dean will convene an appeals com-
Grade-Point Averages
The semester grade-point average (GPA) is computed by multiplying the number of credits earned in each course by the numerical value 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. Credits transferred from another institution are not included in the cumulative GPA.

Retaking a Course
With approval, undergraduate students with a grade of F or Z in a course are eligible to retake the course and have the original grade removed from the cumulative GPA calculation. 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 advisor to learn the proper procedure prior to registration.

Repeating Courses & Impact on Financial Aid
The New School’s academic policies permit students to repeat up to three classes with divisional approval if the student earned less than a B- in those classes. The Office of Financial Aid cannot award federal financial assistance to students repeating courses in order to attempt to earn a higher grade. Courses repeated due to an earlier failing grade are eligible for federal student aid if the course is a requirement for the student’s degree program.

The Commencement Ceremony
The graduation ceremony for both May and January graduates is held in May. Undergraduate students who are within nine credits of completing their degree requirements and who will complete all outstanding credits in the summer term following commencement may 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.

Graduation with Honors
Undergraduates who have completed at least 60 credits in residence for a bachelor’s degree and who have a cumulative grade point average of 3.7 or higher may graduate “with honors” noted on their diplomas and transcripts.

Departmental honors may be awarded to degree candidates who have demonstrated outstanding achievement in their programs as evidenced by

- Prominent leadership
- Outstanding contribution to departmental projects
- Notable professional achievement and/or
- Noteworthy participation in or remarkable contribution to the senior/thesis exhibition

Departmental honors are awarded to a maximum of ten percent of the graduating class per program. All degree candidates are eligible, as are mid-year conferrals. The departments select candidates for departmental honors by seeking nominations from faculty and staff. A departmental committee reviews nominations and makes final determinations should nominations exceed ten percent of the graduating class.

Degree Conferral and Issuing of Diplomas
The New School confers degrees in January, May, and August. After all semester grades are received and posted, the student’s academic record is evaluated to determine eligibility to graduate. This process will take several weeks. If the student is eligible to graduate, the degree will be conferred and a diploma will be mailed to the student's specified “official mailing” address approximately 8 weeks later. Diplomas are not issued to students with outstanding debts to the university.
THE $n$TH DEGREE SERIES

CREATIVE MINDS
CREATING CHANGE
The Registrar’s Office facilitates registration for classes and tuition and fee charges.

Schedule Changes, Section Balancing, and Class Cancellations
The University reserves the right to revise students’ schedules after registration to assure that all students are enrolled in the appropriate courses needed for their major or to insure that sections are optimally balanced. The University cannot guarantee students their preferred instructor or class schedule. Occasionally, due to changes in enrollment or faculty conflicts, the university must cancel courses after registration. Students will be notified of cancellations and referred to alternatives.

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

All students should note the following:

- Registration dates are posted by the Registrar’s Office. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing students register in April for the following fall term and in November for the following spring term.
- Students who register for a course that do not meet the minimum prerequisites without the appropriate advisor’s approval may be asked to drop the course and may be administratively withdrawn from the course.
- Student Financial Services invoices continuing degree students for tuition and fees several weeks before the start of each semester. Students should verify the accuracy of their registration and charging information.
- New students registering prior to their first-semester classes are sent an invoice prior to their arrival on campus. Payment is due prior to the first day of classes.
- Registration is not complete until payment or payment arrangements have been made.
- Students who fail to register or fail to make payment by the published deadlines (see below) will incur late fees. Deadlines for completing registration cannot be extended because of delays in clearing registration holds (see below).

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

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

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

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

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BBA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BFA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>BS</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>GR Certificate</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>M.Arch</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>M.Arch/MFA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>MA</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MS</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MFA</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>MPS</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MS Data Visualization</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MS/Strategic Design Management</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>MS/Design and Urban Ecologies</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>PhD</td>
<td>9 credits</td>
<td>4.5 credits</td>
</tr>
</tbody>
</table>

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

**Adding, Dropping, and Withdrawing From Courses**

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

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

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

- **Adding a course:** through second week of semester
- **Dropping a course** (deleted from student’s academic transcript): through fifth week of semester
- **Withdrawal** with a grade of W noted on academic transcript (no academic penalty): through twelfth week of semester

Late-starting courses may be added after these deadlines with an advisor’s permission. Online courses may have different deadlines; refer to the registrar’s office website for details.

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

**Refund Schedule and Policies**

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

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

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

| University Refund Schedule—Degree Students |
| --- | --- |
| When course is dropped | % of Tuition Refunded |
| Before semester begins | 100% |
| Within first week of semester | 100% |
| Within second week of semester | 80% |
| Within third week of semester | 50% |
| Within fourth week of semester | 40% |
| Within fifth week of semester | 20% |
| After fifth week of semester | No refund |

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

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

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

**Late Registration and Late Payment Fees**

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

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

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

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

Tuition & Fees

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

Billing, Payment & Refund Policies

Billing and Payment Information

For registered continuing students, invoices are sent electronically. An email notice is sent to the student’s New School email address (@newschool.edu) when the invoice is ready to view at My.NewSchool.edu. Fall semester invoices are normally posted in early July with payment due August 10. For new students, the deadline is the Friday before classes begin. Invoices for the Spring semester are posted in early December with payment due January 10 for new and continuing students. The invoice takes account of all financial aid as of the date of the invoice.

Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) balance due (less approved financial aid awards) at the point of registration or, if eligible, make other payment arrangements with Student Accounts in advance, before the start of the semester.

Accepted Forms of Payment

Tuition payments can be made using a check, or electronic check. Foreign checks are not accepted. Checks submitted for payment must be drawn on a U.S. bank. Payments made by wire transfer, money order, traveler’s check, cash (in person only), and credit card (American Express, Visa, MasterCard, and Discover) are also accepted.

Effective June 24, 2014, The New School only accepts credit card and debit payments through the online service PayPath. This service will be accessible by logging on to MyNewSchool (select the “Services” tab and under “Student Account” select “Make payments online”). Credit card payments will no longer be accepted over the phone or in person. If you choose to use a credit card to pay your bill, you will be assessed a convenience fee of 2.75% each time a payment is made.

Electronic Refunds Deposited in Your Bank Account

Student refunds can be deposited directly to a domestic personal savings or checking account. Students can sign up for this service on MyNewSchool.

Exceptions: For students who are using a Parent Loan for Undergraduate Students to finance their educational expenses, a paper refund check (if applicable) will be sent to the parent borrower, unless otherwise authorized by the parent borrower. If using a credit card to pay your balance, refunds will be issued back to the card last used to complete this payment. Any convenience fee assessed on the credit card payment is non-refundable, since it is paid to the third party processor. If you paid by wire transfer, refunds will be returned to the original wire sender’s bank account.

Monthly Payment Plan

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

The payment plan is not a loan so there are no credit checks. It is available for the Fall, Spring, and Summer terms. Matriculated students taking six or more credits a semester and students maintaining status at The New School for Social Research are eligible. The plan is interest free. There is a $55 enrollment fee per semester. If there are adjustments made to your account within the semester, the plan will automatically recalculate.

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

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

Summer Term: Two-month plan begins May 28, with the last payment on June 28.

Students who have paid the admission tuition deposit will have access to the wire transfer instructions via My.NewSchool.edu

If for any reason a check or electronic check does not clear for payment, a penalty of $30 is charged to the student’s account. The university cannot presume that the student has withdrawn from classes because the check has not cleared or has been stopped; payment and penalty remain due. Payment for the amount of the returned check and the $30 returned check fee must be made with cash, a certified bank check, a money order, or by credit card. 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, a money order, or by credit card; personal checks will no longer be accepted.

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

To wire transfer funds to The New School, log on to My.NewSchool.edu (select the “Services” tab and under “Student Account” select “Wire transfer information”). Students who do not have access to My.NewSchool.edu must email Student Accounts at myaccount@newschool.edu for instructions. Only admitted students who have paid the admission tuition deposit will have access to the wire transfer instructions via My.NewSchool.edu

Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) balance due (less approved financial aid awards) at the point of registration or, if eligible, make other payment arrangements with Student Accounts in advance, before the start of the semester.
Deferral of Payment for Employer Reimbursement or Third Party Billing

Students expecting reimbursement from an employer or sponsor may defer payment of tuition and fees by submitting a signed authorization letter along with the appropriate deferral form(s). This may be done by email, mail, fax, or in person.

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 paid or if they will be paying full tuition and fees, the academic term for the covered charges, the signer’s address and telephone number, and if employer letter, 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, and any charges that are not eligible for deferment may not be deferred and must be paid upon registration.

Registered degree students must submit the authorization and the deferral form(s) to Student Accounts by the appropriate payment due date in order to avoid the late payment fee. A non-matriculated (general credit, non-credit, or certificate) student must submit the authorization and deferment form(s) with his or her registration.

Students can mail authorization letters and forms to The New School, Attention: Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003. Alternatively, they can bring their documents in person to the Cashiering Office located at 72 Fifth Avenue, on the 2nd floor. Payments may be made online at My.NewSchool.edu via their U.S. checking or U.S. savings account or credit card. Registered students can fax a credit card authorization with their deferral form and authorizations letters to Student Accounts at 212.229.8582. If submitting letters and deferral form by email, students must forward all documents to myaccount@newschool.edu.

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

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/Third Party Billing Deferment Form and the Deferral Credit Card Payment Authorization. (These forms can be downloaded from the website, www.newschool.edu/student-financial-services/forms/. The forms are under ‘Other University Financial Services Forms’.)

Payment of the $150 participation fee and any balance of tuition and university fees not covered by the authorization letter must be made prior to or submitted with the deferment forms. Deferred charges must be paid in full by February 1 for the Fall semester, June 15 for the Spring semester, and August 15 for Summer term.

If payment is not contingent on receipt of grades and The New School can bill the employer directly, there is no participation fee.

The student submits only the Employer Reimbursement/Third Party Billing 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/sponsor according to the authorization. Payment for any balance due not covered by the authorization letter must be made prior to or submitted with the deferment form.

FINANCIAL AID

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

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

Loan Programs
- William D Ford Direct Student Loan Program
- William D Ford Direct Parent Loan for Undergraduate Students (PLUS) Program
- Federal Perkins Loan Program
- Private credit-based educational loans
- Work Programs
- Federal Work-Study Program
- Other Programs
- Federal aid to Native Americans
- Veterans’ benefits
- Social Security payments to children of deceased or disabled parents

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

Occupational and Vocational Rehabilitation Program

The New School is an eligible institution for the New York State Occupational and Vocational Rehabilitation Program (OVR). Other states have similar programs. Depending on the state, a student may receive half the cost (or more) of yearly expenses. For information and application, contact the New York Department of Vocational Rehabilitation (or other state equivalent) directly. Students approved by for assistance by a state vocational rehabilitation program must also meet all other entry requirements of The New School.
Grants from Other Regions
Rhode Island, Vermont, and Washington, D.C., are among jurisdictions offering grants that may be used at New York State institutions, with maximum awards as high as $2,000. Qualification requirements vary from state to state. In all cases, students must maintain a legal permanent address in their home state (a parent’s address is sufficient). For information regarding programs available and their respective requirements, students should contact their home state’s department of education.

Higher Education Opportunity Program (HEOP)
The Higher Education Opportunity Program (HEOP) offers support to residents of New York State whose family incomes meet guidelines established by the State Department of Education and whose college success may not be readily predictable through high school grades and standardized test scores. For more information, email heop@newschool.edu or call 212.229.8996.

How to Apply
In general, to be eligible for assistance under the programs listed above, students must be matriculated in a degree program and be enrolled at least half-time. To be eligible for federal government assistance, students must not be in default on or owe a refund to any of the federal aid programs. U.S. citizens and eligible residents: Students interested in applying for any government and institutional financial assistance based on need must complete a Free Application for Federal Student Aid (FAFSA) annually. The New School’s code is 002780. Apply electronically at www.fafsa.gov. Filing FAFSA enables Student Financial Services to receive a need analysis report or Student Aid Report (SAR) electronically.

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

Tuition, fees, educational expenses, billing, payment, as well as rules and regulations governing aid eligibility can be found at www.newschool.edu/student-financial-services or by contacting Student Financial Services at 72 Fifth Avenue 2nd floor, New York, NY 10011, 212.229.8930, or sfs@newschool.edu

SCHOLARSHIPS

University Scholars Program
This need-based program is designed to recruit and retain a diverse student body. Degree students in all academic colleges and programs of The New School are automatically considered as long as they are U.S. citizens or permanent residents and have filed the FAFSA.

Graduate Studies
Applicants (including international applicants) to a graduate program indicate their interest in being considered for a merit scholarship on the application, as part of the admission process. Awards are based on a review of the complete application. If a merit scholarship is awarded, the amount will be indicated in the official letter of admission to the program.

Admitted students who file a financial aid application are considered for all applicable scholarships. For more information, read the “Financing Solutions Guide” (PDF) available on the university website.

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

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

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

OTHER UNIVERSITY POLICIES

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

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

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

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

Definitions and Examples of Academic Dishonesty
Academic dishonesty includes, but is not limited to:

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

Adjudication Procedures
An administrator or faculty member at each of the college/programs of the University is the Dean’s designee with responsibility for administering the University’s Academic Honesty and Integrity Policy (hereinafter “school designee”). The name of each School Designee is listed in the policy document available online. 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 Academic Integrity and Honesty Policy are not subject to review under the 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 in the full policy document available online, and the School Designee can never also serve as a Third Party. If the faculty member and/or the student elect to have a third party present, the requestor is responsible for notifying the other of his/her decision in advance of the meeting.

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

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

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

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

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

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

Appeal Procedures

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

Student’s Right to Appeal

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

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

Appeal to the Provost

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

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

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.

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

**Equal Employment and Educational Opportunity**
Pursuant to federal, state and local laws, The New School does not discriminate on the basis of age, race, color, creed, sex or gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.

In addition, The New School is committed to complying with Title IX of the Education Amendments of 1972 by providing a safe learning and working environment for all students and employees regardless of sex or gender-identity. Title IX states that no individual “shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Title IX also prohibits retaliation against individuals who report sex-based or gender-based discrimination. The New School has adopted policies and procedures to prevent and respond to sex or gender-based discrimination in the form of sexual harassment, sexual assault, or other types of sexual misconduct. These policies and procedures apply to all members of the university community, including students, staff, and faculty. The New School has designated a Title IX Coordinator to ensure the University’s compliance with and response to inquiries concerning Title IX and to provide resources for victims and community members who have experienced sex or gender-based discrimination.

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

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

Jerry Cutter
Chief Human Resources Officer
79 Fifth Avenue, 18th floor
New York, NY 10003
212.229.5671 x4900
cutlerj@newschool.edu

Inquiries regarding the university’s obligations under applicable laws may also be referred to The Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278; U.S. Department of Education, Office of Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005; or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 33 Whitehall Street, 5th Floor, New York, NY 10004. For individuals with hearing impairments, EEOC’s TDD number is 212.741.3080. Persons who want to file a complaint regarding an alleged violation of Title IX should visit the website of the Office of Civil Rights at the U.S. Department of Education’s or call 1.800.421.3481.

**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 guidelines for correction of inaccurate or misleading statements.
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.

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

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state or local education authorities (“Federal and State Authorities”) may allow access to a student’s records and PII without the student’s consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the educational institution did not request or objects to such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student’s PII, but the Authorities need not maintain direct control over such entities.

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

**The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.**
The name and address of the office that administers FERPA:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

**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.

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

All students must also affirm that they have read the material distributed by the university on meningococcal disease and either plan to get an immunization, have documentation of having had a meningococcal immunization, or decline the immunization in writing. All new students must complete and submit an immunization and meningitis documentation form prior to registering for classes. Students who do not submit the form will not be allowed to register. Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted by the university at www.newschool.edu/health.

Responsible Conduct of Research
ORS provides researchers with resources to ensure that they meet the appropriate training requirements in research integrity in the conduct of research, as guided by applicable federal regulations. The New School assumes responsibility for investigating and resolving allegations of research and scholarly misconduct by its faculty, staff, and students, regardless of whether the activity is connected to internal or external funding. See the Responsible Conduct of Research (RCR) webpage for more information.

Conflicts of Interest
The objectivity of research is of paramount importance and the basis for obtaining and maintaining public trust. Financial conflicts of interest (FCOI) in research may occur when outside financial interests compromise, or have the appearance of compromising, the professional judgment of a researcher when designing, conducting, or reporting research. Federal agencies have specific requirements regarding PI disclosure, and institutional review of disclosures, to determine whether a conflict of interest may exist and what conditions, actions or restrictions, if any, should be imposed to manage, reduce, or eliminate such a conflict of interest. The process of reporting FCOI in sponsored research supplements the general university policy on conflicts of interest for employees, with additional requirements for individuals involved in research.

External funds from grants, contracts, sponsored projects:
While some funders will award a grant directly to a student, many require the university to be listed as the eligible 501(c)(3) grantee or non-profit applicant organization of record. Any funding proposal or award administered by The New School must undergo a review and approval process through several offices at the Dean and Central levels. This process ensures that all relevant parts of the university are fully prepared to administer the award, that the obligations an award places a department or School under are feasible, and that what the university is agreeing to will be fully compliant with all relevant federal regulations, laws, and institutional policies, including research compliance requirements. Questions about requirements, budgeting, or proposal development should first be directed to the student’s faculty advisor; then both student and faculty should approach their Dean’s Office.

Statement of Ethical and Regulatory Responsibility for Research Involving Human Subjects
In accordance with its Federalwide Assurance (FWA), The New School has established a Human Research Protection Program (HRPP) to ensure affiliated faculty, students, and staff will conduct research with human subjects in accordance with applicable regulations (federal, state, city) and institutional policies. The HRPP Policies and Procedures define the scope and purview of the HRPP, including the Institutional Review Board (IRB). They provide current institutional interpretation for assessing submissions and conducting the review process; as such, they serve as “living documents” that are updated as necessary to ensure institutional compliance and to provide relevant guidance to The New School research community.

Researchers/Investigators of The New School are responsible for upholding the highest standards of ethical and professional conduct of research, including the protection of human subjects. Anyone considering conducting research with human subjects should refer to the HRPP Policies and Procedures to understand: researcher responsibilities, when a project is under the purview of the HRPP, what information is required for review, the HRPP/IRB review process, ongoing requirements of approved projects, and reporting of non-compliance, adverse events, unanticipated problems, and subject complaints.

The Student Right to Know Act
The New School discloses information about the persistence of undergraduate students pursuing degrees at this institution. This data is made available to all students and prospective students as required by the Student Right to Know Act. During the 2014-2015 academic year, the university reports the “persistence rate” for the year 20132 (i.e., the percentage of all freshmen studying full time in fall 2013 who were still studying full time in the same degree programs in fall 2014). This information can be found under the common data set information on the Institutional Research and Effectiveness website at www.newschool.edu/provost/institutional-research-effectiveness/.

For important information regarding your rights as a student, visit www.newschool.edu/provost/institutional-research-effectiveness/.

Use of Photographs by the University
The New School reserves the right to take or cause to be taken, without remuneration, photographs, film or videos, and other graphic depictions of students, faculty, staff, and visitors for promotional, educational, and/or noncommercial purposes, as well as approve such use by third parties with whom the university may engage in joint marketing. Such purposes may include print and electronic publications. This paragraph serves as public notice of the intent of the university to do so and as a release to the university giving permission to use those images for such purposes.
MyNewSchool
MyNewSchool is a customizable web portal, located at my.newschool.edu, which connects students to the university and to their student records. Students can access their university email, view and update their personal information, participate in online courses, receive announcements, use library resources, check their accounts, see their financial aid award status and academic records, and much more. Most student business is transacted online through MyNewSchool, including registration for classes, payment of tuition and fees, and viewing of final grades.

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

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

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

Starfish, The Student Success Network enables students to:
• Sign up online for appointments with course instructors and advisors who have posted their office hours
• Schedule tutoring sessions at the University Learning Center and with reference librarians
• View support networks for your courses and services
• Connect to resources and services
• Get referrals and other messages from instructors and advisors
• Click on the “Request Help” button to indicate a specific concern or issue

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

Student Success
Student Success offers a holistic support system bringing together academic advising and career development; campus and student engagement, including orientation, student life, and global engagement; health and wellness; and equity and access. By design, supports surrounding Title IX reporting and issues of student conduct are also integrated into the Student Success system. Across the numerous areas of Student Success, students receive support from the time of their enrollment to their graduation and beyond as they pursue their post-graduation goals. Student Success includes the following offices:
• Academic Advising and Career Development
• Intercultural Support and Higher Education Opportunity Program (HEOP)
• International Student and Scholar Services
• Orientation and Transition Programs
• Scholarships
• Student Conduct and Community Standards
• Student Disability Services
• Student Health and Support Services
• Student Housing and Residential Education
• Student Leadership and Involvement
• Student Support and Crisis Management
• Student Veteran Services
• Study Abroad

Academic Advising and Career Development
Throughout your time at The New School, advisors will strive to build collaborative relationships with you that will empower you to develop skills, acquire tools, and articulate academic and career goals consistent with your personal values, helping you become a successful, independent, and socially responsible global citizen. Academic advisors are available to support you throughout your time at The New School, guiding your academic experience and helping you flourish creatively as you prepare to transition to the world after graduation. They’re here to help you:
• Articulate your values and priorities
• Select courses
• Understand academic policies
• Develop tools needed to secure internships
• Think about career options
• Consider study and work abroad opportunities
• Connect substantively with faculty in areas of interest to you
• Locate the services available for first-generation student support, veteran services, academic needs, disabilities accommodations, health and wellness, and more
• Graduate on time

Additional information on advising, including faculty advisors and other advising resources, is available in the Academics section of this academic catalog. For a list of advisors, visit www.newschool.edu/advising-contacts.

In addition to advising, all undergraduate students are served by Career Services and Experiential Opportunities, while all graduate students are served by the Center for Graduate Career and Professional Development. These teams are dedicated to bridging students’ academic experiences to professional paths.
while engaging with a competitive global market. For internship and career opportunities, they help students build their professional networks through career workshops, panels, fairs, campus interviews, and other networking opportunities that foster connections with alumni, faculty, and employers. Visit www.newschool.edu/career-services for contact information and further details.

**Intercultural Support and HEOP**
The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build community at The New School. OIS offers programs, workshops, services, and individual counseling to support and promote the varying world perspectives at The New School. The staff works closely with recognized student organizations and the Social Justice Committee. The OIS also oversees the functions of the Arthur O. Eve Higher Education Opportunity Program (HEOP), which provides academic support and financial assistance to young people who might not meet all the traditional college admissions criteria but show promise of succeeding in college. For more information, visit www.newschool.edu/intercultural-support.

A new initiative for students from all backgrounds and programs who have identified themselves as coming from families in which neither parent has earned a four-year undergraduate degree is New School Firsts. New School Firsts offers resources and events to help students navigate university life and strives to create a community where students can share their experiences, concerns, and successes. To learn more, contact samuelr@newschool.edu.

**International Student and Scholar Services**
International Student and Scholar Services (ISSS) provides expertise and support to international students upon their acceptance to The New School throughout the U.S. visa application process and advises on the maintenance of legal immigration status, employment, reinstatement, changes of status, program changes, and other immigration-related matters. ISSS also advises incoming students and scholars regarding higher education practices in the U.S. and other cultural adjustment issues and provide international student programs at The New School and with other institutions in New York City and in other countries. For more information, visit www.newschool.edu/international-student-services.

**Orientation and Transition Programs**
From welcoming both fall and spring admits to The New School community to sending them off into the world after the completion of their degrees, Orientation and Transition Programs both prepares students for and celebrates the major changes that bookend their time at The New School. This office connects new students with the resources they need and coordinates the events of orientation and commencement. To find out more about resources available to new students, visit www.newschool.edu/student-info. For graduation information, see www.newschool.edu/commencement.

**Scholarship**
Scholarships Advising helps students to locate and secure external funding by offering a series of information sessions and workshops as well as maintaining a running list of funding opportunities. For assistance with your scholarship search, contact geitha@newschool.edu.

**Student Conduct and Community Standards**
As an institution of higher learning, The New School affirms certain basic principles and values that are, in the fullest and best sense of the word, educational. The university is also a community and, as such, upholds certain basic principles and standards of behavior that align with its educational purpose. These include the recognition and preservation of basic human dignity; the freedom of expression; equal opportunity; civil discourse; a sustained atmosphere of safety; and respect for policies, rules, regulations, and standards set forth by the university, its schools, and the federal, state, and city governments.

The Student Code of Conduct is designed to protect and promote these principles and standards of behavior, which are in keeping with our educational mission. The Student Code of Conduct supports an environment where sensitivity, tolerance, and respect are sustained for members of the university community and its neighbors. All students at the university are expected to abide by the Student Code of Conduct. Student Conduct and Community Standards has primary responsibility for adjudication of Student Code of Conduct violations.

In addition to the Code of Conduct, Student Conduct and Community Standards maintains and upholds policies surrounding issues such as Title IX, discrimination, sexual harassment, and sexual misconduct and violence. Information on these campus-wide policies is available in the University Policies section of this academic catalog, as well as at www.newschool.edu/policies and www.newschool.edu/student-conduct.

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

**Student Health and Support Services**
Student Health and Support Services provides counseling and medical services, promotes student wellness and health, and
administers the student health insurance plan. The Health Services fee is automatically charged at registration to all degree, diploma, online only, visiting, mobility (study abroad), Lang and Parsons consortium, graduate certificate program, ESL + Certificate program, and graduate and undergraduate degree program non-matriculating students.

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

Counseling Services offers the opportunity to talk to someone who will listen in a supportive and non-judgmental manner. Counselors help students clarify issues, explore feelings and discuss problem-solving strategies. We offer short-term individual treatment (a maximum of 12 sessions per academic year) but the duration is decided on an individual basis. During the initial visit, the student and the counselor will decide on a treatment plan together. Sometimes long-term or specialized treatment is indicated and the counselor will help the student find appropriate referrals in the community. Support groups, including art therapy, are also offered. Medication consults with psychiatry staff are also available but only for students who are in counseling as well.

The Wellness and Health Promotion program provides a variety of health-related workshops, trainings, classroom presentations, and face-to-face sessions to students in every school. Topics explored include fitness, smoking cessation, nutrition, LGBTQIA+NC wellness, spiritual health, gender-specific health matters, communication skills, relationships, sex positivity and sexual assault prevention, drug and alcohol harm reduction, body positivity, and stress and time management. All programs and services are structured to encourage and help university community members work toward optimal health and well-being in a non-judgmental and supportive environment. We recognize that health and social justice are inextricably linked and support student work that promotes health in our diverse communities.

For more information, visit www.newschool.edu/health

Student Health Insurance

The university offers students a comprehensive health insurance plan that includes coverage for emergencies, hospitalization, and regular outpatient visits. The student health insurance plan provides easy access to health care services locally, nationally, and globally. All eligible students are automatically enrolled at registration.

Students may be eligible to decline the insurance plan by submitting an online waiver form at the beginning of every fall semester by the posted deadline (or spring semester for students entering in the spring). Access the online waiver form by going to www.universityhealthplans.com (select the “New School” link).

To learn more about the student health Insurance plan and your financial responsibility if you do not waive the insurance, visit www.newschool.edu/health

Student Housing and Residential Education

The New School has five main residence halls in Greenwich Village with auxiliary housing uptown at the 92Y, offering space for almost 2,000 undergraduate and graduate students with amenities to suit individual needs and tastes. All residences are fully furnished and staffed by professional residence hall staff and student resident advisors. Most residences offer kitchen access, study rooms, art studios, music practice spaces, and exercise rooms. Through the enthusiasm and creativity of the residential education staff, students who choose to live in university residences are introduced to diverse educational and social activities at The New School and in New York City. All residences have 24-hour security coverage, and our staff is on call 24/7 and is trained in handling emergencies should the need arise. The Residence Hall Handbook details housing services and residence hall policies essential to creating safe, supportive, and respectful communities. The residence halls are open year round, and summer housing is available.

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

All New School students have the opportunity to participate in a meal plan. Review your housing contract or visit www.newschool.edu/student-housing/meal-plans for more information.

Student Leadership and Involvement

Student Leadership and Involvement (SLI) is dedicated to helping students enhance their leadership skills and explore co-curricular opportunities available at The New School and beyond.

SLI fosters a sense of community by organizing a diverse array of on- and off-campus student programs, including the annual Welcome Block Party, service projects, performances and theater productions, sporting events, and semi-annual study-break activities. For more information about SLI, visit www.newschool.edu/sli.

SLI also sponsors more than 40 university-recognized student organizations that are open to all New School students and focus on pre-professional and academic interests, intercultural and international themes, political action and advocacy, student programming, social networking, music, art, performance, and religious and spiritual topics. For information about starting a recognized student organization, or for a listing of current organizations, email studentorgs@newschool.edu.

As part of Student Leadership and Involvement, Recreation offers many opportunities for students to become physically active and socially engaged while creating community across the university. Programs and events are offered to students at all levels of experience, ability, knowledge, and interest. We also provide leadership and professional development to our student staff and club sports captains as well as any student participating in recreation events. For more information about current programs and events, visit www.newschool.edu/recreation.
Student Support and Crisis Management
Student Support and Crisis Management (SSCM) works with New School students who are struggling with non-academic challenges, distressing experiences, crisis situations, and other challenges that may affect university life. Its services include:
- providing support and advocacy to students
- connecting students to supportive resources on and off campus
- taking student reports of incidents of sexual violence, domestic/intimate partner violence, sexual harassment, and stalking
- responding to and managing critical incidents involving students
- managing the health leave process to ensure that students receive personalized support and information that allows them to successfully return to the university, and
- training faculty and staff to recognize and respond to students in distress.
For more support resources, visit www.newschool.edu/student-support-crisis-management.

Student Veteran Services
The Student Veteran Services office seeks to facilitate veterans’ success at The New School by assisting with the procedures of GI Bill certification, directing registration and academic questions to the appropriate office, supporting academic and personal success, and providing a sense of community among veterans at The New School. For more information, visit www.newschool.edu/veterans.

Study Abroad
The Study Abroad office connects students with international study opportunities, provides application information, and offers resources to students from the moment they decide to study abroad to their return from abroad and beyond. Students can find information at www.newschool.edu/study-abroad and then schedule an appointment through the Study Abroad service in Starfish to discuss studying abroad, or contact their school’s or college’s study abroad coordinator or their academic advisor. Students interested in Lang programs should email langstudy-abroad@newschool.edu while students interested in Parsons Paris should visit www.newschool.edu/study-abroad/parsons-paris/.

University Student Senate
The University Student Senate (USS) is the official student government of The New School, which is comprised of a representative board of voting members from each of the schools. The USS acts as an intermediary between the student population and the administration to create a cohesive community. For more information and to get involved, visit www.ussnewschool.com.

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

Libraries and Archives
The New School Libraries & Archives consist of four separate locations which provide resources and services for the entire New School community. The libraries offer a variety of seating options, including bookable group workspaces and quiet study areas; computer workstations and printing, scanning and copying services; on-site collections of highly-used materials; and self-checkout kiosks. The archives are open for research visits by appointment.

The collection consists of both digital and physical formats. These items include books and journals, scores, photographs and images, audio-visual materials, and archives and special collections. Our electronic resources are available to students enrolled in both on-campus and distance learning programs. Archives and Special Collections offers a rich array of unique and rare materials, with particular strengths in twentieth-century design practices and the multilayered histories of all divisions of The New School. Materials are discoverable through the library website.

Librarians offer faculty and students assistance with research methodologies and information literacy through: one-on-one appointments, in-class sessions, workshops, a 24-hour virtual reference by e-mail service (Ask Us), online subject or course-related research guides, and designing research assignments. In addition, archivists offer workshops in conducting primary source research and work closely with students to help them discover materials relevant to their interests.

As members of the Research Library Association of South Manhattan and PALCI, most New School patrons also have access to materials and spaces outside of The New School Libraries and Archives. For more information, visit library.newschool.edu.

Canvas
The New School uses the Canvas “learning management system.” This online resource is where you will have access to important course information like syllabus, course resources, and announcements.

In Canvas you will find the courses in which you are actively enrolled. Both on-site and online courses use Canvas, though online courses will often utilize it as the virtual classroom. Log in by visiting my.newschool.edu and selecting Canvas from the menu icon located at the top right of the page. Be sure to do this frequently, and follow your instructor’s guidance on how Canvas will be used in each particular course.

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

Social Justice Committee
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University Learning Center
The University Learning Center (ULC) provides support to New School students in the following areas: undergraduate and graduate writing, ESL services, math and economics, Adobe Creative Suite, computer programming, oral presentations, and time management. Students are served through one-on-one tutoring sessions by trained and experienced tutors. Several academic and skill-building workshops are also offered throughout the semester.

The goal of ULC tutors is to support student development through constructive feedback and technical guidance. Sessions are highly interactive and focus on helping students to clarify their ideas, evaluate their work, and strengthen their skills.

For more information, visit newschool.edu/learning-center.

Computing Facilities
Students have access to the latest technology in the labs and work spaces operated by edu Services. For locations of facilities and hours of operation, visit https://it.newschool.edu/. 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 voice-over studio
- Black and white, color, and large format printing, including wireless printing, standard and photographic quality.
- Specialty scanners (oversized, slide, film, and drum)

Questions about edu Services, labs, the equipment center, the print output center, and edu Services-supported presentation classrooms should be directed to the edu Services staff by emailing itcentral@newschool.edu or calling 212.229.5300 x4537.

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

IT Central
IT Central is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues. Visit www.newschool.edu/information-technology/help for hours of operation and to create a support or service request ticket.

Location: 72 Fifth Avenue, lower level
Telephone: 212.229.5300 x4357 (xHELP)
Email: itcentral@newschool.edu
Important Notice: The information published herein represents the plans of The New School at the time of publication. The university reserves the right to change without notice any matter contained in this publication, including but not limited to tuition, fees, policies, degree programs, names of programs, course offerings, academic activities, academic requirements, facilities, faculty, and administrators. Payment of tuition for or attendance in any classes shall constitute a student’s acceptance of the administration’s rights as set forth in this notice.

The New School for Social Research
Office of Admission
72 Fifth Avenue, 2nd floor
New York, NY 10011
www.newschool.edu/nssr