Welcome to the extraordinary experiment in American higher education and intellectual life that is The New School for Social Research. Within a university committed to an unusually progressive mission—dedication to the NEW—the graduate division of The New School assembles a community of scholars who aspire to the broadest, deepest, best informed, most critical, most global, most forward thinking scholarship, teaching and activism. Being part of that community stimulates and challenges me at every level.

Visionary thinking has been at the heart of our school since the founding of the New School for Social Research in 1919. The founders and early teachers included leading progressive scholars of the day: John Dewey, Thorstein Veblen, Charles Beard, Franz Boas, Harold Laski, and others. Their New School aspired to be everything the old school was not, geared to learning as an end in itself instead of narrow professionalism, open to dissenting opinions and the avant garde in art and scholarship. From the start, conversation at The New School included an astonishing range of academic and artistic figures. The list of early participants, Martha Graham and Aaron Copland among them, reads like a catalog of the period’s cutting edge.

In this exciting mix, a particularly visionary effort established the foundations of today’s New School for Social Research. In 1933, the president of The New School, Alvin Johnson, was one of the few Americans to try and help German scholars who were being intimidated and silenced, and whose very lives were in danger, under National Socialism. The New School embarked upon a long-term rescue mission, raising money to create a University in Exile in New York as an academic home for social scientists fleeing Germany. Among them were economists Karl Brandt, Emil Lederer, and Frieda Wunderlich, sociologists Hans Speier and Albert Salomon, and psychologist Max Wertheimer.

In 1934, the University in Exile was incorporated into The New School as the Graduate Faculty of Political and Social Science, with 92 students enrolling the first term. As rescue efforts continued, the Graduate Faculty internationalized American social science, bringing to the United States a cohort of scholars from Europe, whose impact was enormous, and this at a time when Jewish scholars were regularly (sometimes openly) discriminated against in American academia. This tradition continues today, with the Endangered Scholars Program, a concerted effort to identify and bring to The New School scholars who face intimidation and threats of imprisonment because of their critical perspectives and willingness to speak out against oppression.

In dark times, The New School for Social Research has stood as a beacon of cosmopolitanism, internationalism, and serious critical engagement with the issues of the day. The distinguished teachers who have found a home here over the years—and any list that includes names like Hannah Arendt, Alfred Schütz, Charles Tilly, and Solomon Asch is indeed distinguished—have represented a diversity of theoretical and methodological commitments.

Today’s New School for Social Research continues the tradition of questioning, critique, political and ethical engagement, and innovation. Each department or program has its own strengths and focuses, but what may be less clear is the degree to which the members of our faculty promote and engage in dialogue that goes beyond the parochial concerns of their individual fields. This happens in individual courses, in co-taught and cross-listed courses, in multidisciplinary conferences and forums for discussion, and in division-wide faculty seminars, which are the norm here but are far from commonplace in American universities.

Students who come to The New School for Social Research bring their own analysis and scholarship to challenge current paradigms and the limits of existing disciplines. With its commitment to innovation and to social and political activism, The New School offers the ideal setting for scholars to face the challenges of the 21st century. Students at The New School for Social Research represent an extremely diverse range of nationalities, ages, and life experiences, with an energy, intellect, and openness to exploration that is the heart of what a graduate education should be.

The fact that The New School for Social Research is located in the heart of New York City is an important part of its vibrancy. New York is simply one of the most exciting places one could be, with more people from more cultures speaking more languages assembled in one urban area than the world has ever seen. The variety of cultural, artistic, intellectual, and political activities available in New York is unparalleled. Our home in a hub of the globalizing world is part of what makes us special.

Our world today faces multifaceted challenges, unprecedented in their complexity and global scale. Confronting those challenges requires new ways to view complex systems and new methodologies to study, explore, and change the world for the better. I look forward to your joining and contributing to the conversation at The New School for Social Research.

Michael Schober, Dean
ACADEMIC CALENDAR 2011–2012

For the most current information, go to www.newschool.edu or consult a departmental academic advisor.

### Fall Semester 2011

**Registration**
- Registration for continuing students: April 4–29
- Late registration for continuing students: August 22–26
- Registration for new students begins: July 11
- Last day to add a course: September 13
- Last day to drop a course: September 20
- Last day for NSSR graduate students to withdraw from a course with grade of W: December 19

**Classes begin**
- August 29

**Classes and examinations end**
- December 19

**Holidays**
- Labor Day (no classes and offices closed): September 5
- Rosh Hashanah (no classes), September 28 evening–29
  - (Wednesday evening classes will be made up on Monday, December 19;
    Thursday classes will be made up on Tuesday, November 22.)
- Yom Kippur (no classes): October 7 evening–8
- Thanksgiving holiday (no classes and offices closed): November 23–27

*No classes that begin Wednesday and Friday 4 p.m. or after and no classes all day Thursday and Saturday.

**Degree Petitions**
- Last day to file a petition with the Office of the Registrar for expected January 2012 graduation (without paying late fee): October 1

**MA, MS, and PhD Written Examinations**
For language examinations, file petition with department secretary. For all other examinations, consult departmental student advisor for dates and file petition with departmental student advisor two months in advance.

**Dissertation Defenses and Oral Examinations**
- Last day to defend dissertations for January graduation, November 18. The dissertation must be submitted to Student Academic Affairs at least three weeks prior to the scheduled defense.
- Last day to take MA and PhD oral examinations for January graduation, December 19. Petitions must be filed with the departmental student advisor six weeks in advance of the examination date.
- Last day revised dissertation, incorporating committee recommendations, may be delivered to Student Academic Affairs for January graduation, January 15, 2012
- Last day to submit survey of earned doctorate form, UMI permission form, final copy of dissertation, and optional copyright fee for January graduates, January 31, 2012

### Spring Semester 2012

**Registration**
- Registration for continuing students: October 31–November 28
- Late registration for continuing students: January 17–20
- Registration for new students: January 17–20
- Last day to add a course: February 3
- Last day to drop a course: February 10
- Last day for NSSR graduate students to withdraw from a course with grade of W: May 14

**Classes begin**
- January 23

**Classes and examinations end**
- May 14

**Holidays**
- Martin Luther King, Jr., Day (offices closed): January 16
- Presidents’ Day (no classes and offices closed): February 20
- Spring recess, March 12–18 (no classes)
- University Commencement, May 18

**Degree Petitions**
- Last day to file a petition with the Office of the Registrar for expected May 2012 graduation (without paying late fee): February 15

**MA, MS, and PhD Written Examinations**
For language examinations, file petition with department secretary. For all other examinations, consult departmental student advisor for dates and file petition with departmental student advisor two months in advance.

**Dissertation Defenses and Oral Examinations**
- Last day to defend dissertations for May graduation, April 17. The dissertation must be submitted to Student Academic Affairs at least three weeks prior to the scheduled defense.
- Last day to take MA and PhD oral examinations for May graduation, May 14. Petitions must be filed with the departmental student advisor six weeks in advance of the examination date.
- Last day revised dissertation, incorporating committee recommendations, may be delivered to Student Academic Affairs for May graduation: May 25
- Last day to submit survey of earned doctorate form, UMI permission form, final copy of dissertation, and optional copyright fee for May graduates, June 29

### Summer Term 2012

**Registration**
- Registration for continuing students: April 2–27
- Registration for new and continuing students: May 29–June 1

**Classes begin**
- June 4

**Classes and exams end**
- July 25

**Holidays**
- Memorial Day (no classes and offices closed): May 28
- Independence Day (no classes and offices closed): July 4
The New School for Social Research is one of seven divisions of The New School, a private university founded in New York City in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, The New School enrolls more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts and social sciences, art and design, management, and performing arts. The New School offers programs and courses online as well as on campus. All the divisions and programs of the university boast a notable faculty, excellent resources, small class sizes, and innovative curricula.

Accreditation
All degree programs at The New School are registered by the New York State Education Department. The New School has been regionally accredited by the Middle States Commission on Higher Education since 1960. Documents of the university’s last Middle States review are published on the university website.

Professional curricula are accredited by the appropriate professional educational agencies and boards: Parsons The New School for Design has been accredited by the National Association of Schools of Art and Design since 1966. The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981. The master’s program in Urban Policy Analysis and Management has been accredited by the National Association of Schools of Public Affairs and Administration since 1988. The master’s program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.

ADMINISTRATION AND FACULTY

Michael Schober, Dean
Robert Kostrzewa, Associate Dean of Academic Planning and Administration
John VanderLippe, Associate Dean of Faculty and Curriculum
Ellen Freeberg, Assistant Dean of Curriculum and Academic Affairs
Karen Kalkines, Director of Operations
Beatrice Kraemer, Director of Career Services
Robert MacDonald, Director of Admissions
David McNamara, Director of Faculty Affairs and Communications
Tsuya Yee, Director of Student Academic Support
Giorgio Zeolla, Director of Development
Hillary Nammack, Development Associate
Sonia Salas, Associate Director of Administration
TBD, Coordinator of Student Advising
Aleanna Sonnylal, Executive Secretary
Shayne Trotman, Executive Assistant
Kevin Shea, Senior Office Assistant

Board of Governors
Susan Foote, Chair
Paul Vidich, Vice Chair
Bernard L. Schwartz
Henry H. Arnhold
Kenneth J. Bialkin
Craig J. Calhoun
Keith David
Michael E. Gellert
Edith Kurzweil
Paul B. Marrow, Esq.
Ilse Melamid
Daniel T. Morulsky
Robert H. Mundheim
Robert N. Pollin, PhD
Dale Ponikvar
Malcolm B. Smith
Elliot Stein
Aso O. Tavtian

The Faculty, 2011-2012

Elaine Abelson
PhD 1986, New York University. Associate Professor of Historical Studies.
Zed Adams
PhD 2008, University of Chicago. Assistant Professor of Philosophy.
Andrew Arato
PhD 1975, University of Chicago. Dorothy Hart Hirshon Professor of Political and Social Theory.
Cinzia Arruzza
PhD 2005, University of Rome. Assistant Professor of Philosophy.
Lopamudra Banerjee
PhD 2007, University of California, Riverside. Assistant Professor of Economics.
Ayse Banu Bargu
PhD 2007, Cornell University. Assistant Professor of Politics.
J.M. Bernstein
PhD 1975, University of Edinburgh. University Distinguished Professor of Philosophy.
Richard J. Bernstein
PhD 1958, Yale University. Vera List Professor of Philosophy.
Omri Boehm
PhD 2010, Yale University. Assistant Professor of Philosophy.
Chiara Bottici
PhD 2004, European University Institute, Florence. Assistant Professor of Philosophy.
Daniel Casasanto
PhD 2005, Massachusetts Institute of Technology. Assistant Professor of Psychology.
Emanuele Castano
PhD 1999, Catholic University of Louvain. Associate Professor of Psychology.
Doris Chang
PhD 2000, University of California, Los Angeles. Assistant Professor of Psychology.
Christopher Christian
PhD 1996, University of Massachusetts at Amherst. Director of The New School-Beth Israel Center of Clinical Training and Research and Assistant Professor of Psychology.
Alice Crary
PhD 1999, University of Pittsburgh. Associate Professor of Philosophy.
Simon Critchley
PhD 1988, University of Essex. Hans Jonas Professor of Philosophy.
Wendy D’Andrea
PhD 2008, University of Michigan. Assistant Professor of Psychology.
James Dodd
PhD 1996, Boston University. Associate Professor of Philosophy.
Fedderico Finchelstein
PhD 2006, Cornell University. Associate Professor of History.
Duncan Foley
PhD 1966, Yale University. Leo Model Professor of Economics.
Carlos Forment
PhD 1991, Harvard University. Associate Professor of Sociology.
Jennifer Talley  
PhD 2007, Virginia Tech. Assistant Professor of Clinical Psychology, Assistant Director of the Concentration in Mental Health and Substance Abuse Counseling.

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

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

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

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

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

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

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

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

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

William Hirst  
PhD 1976, Cornell University. Professor of Psychology.

Mala Hun  
PhD 1999, Harvard University. Associate Professor of Politics.

Eiko Ikegami  
PhD 1989, Harvard University. Professor of Sociology.

Noah Isenberg  
PhD 1995, University of California, Berkeley. Associate Professor of Literary Studies.

Andreas Kalyvas  
PhD 2000, Columbia University. Associate Professor of Politics.

Ronald Kassimir  
PhD 1996, University of Chicago. Associate Provost and Associate Professor of Politics.

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

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

Marcel Kinsbourne  
DM 1963, Oxford University. Professor of Psychology.

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

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

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

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

Elzipta Matynia  
PhD 1979, University of Warsaw. Associate Professor of Liberal Studies and Sociology.

Inessa Medzhibovskaya  
PhD 2001, Princeton University. Associate Professor of Literature.

William Milberg  
PhD 1987, Princeton University. Professor of Economics.

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

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

Virag Molnar  
PhD 2005, Princeton University. Assistant Professor of Sociology.

Deepak Nayyar  

Edward Nell  
BLit 1962, Oxford University. Malcolm B. Smith Professor of Economics.

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

Julia Ott  
PhD 2007, Yale University. Assistant Professor of History.

Timothy Pachirat  
PhD 2008, Yale University. Assistant Professor of Politics.

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

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

Christian Proaño-Acosta  
PhD 2008, Bielefeld University. Assistant Professor of Economics.

Hugh Raffles  
DFES 1999, Yale University. Professor of Anthropology.

Vyjayanthi Rao  
PhD 2002, University of Chicago. Assistant Professor of Anthropology.

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

Janet L. Roitman  
PhD 1996, University of Pennsylvania. Associate Professor of Anthropology.

Lisa Rubin  
PhD 2005, Arizona State University. Assistant Professor of Psychology.

Sanjay Ruparelia  
PhD 2006, University of Cambridge. Assistant Professor of Politics.

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

Michael Schober  
PhD 1990, Stanford University. Dean of The New School for Social Research and Professor of Psychology.
Willi Semmler  
PhD 1976, Free University of Berlin. Professor of Economics.

Anwar Shaikh  
PhD 1973, Columbia University. Professor of Economics.

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

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

Ann Snitow  
PhD 1979, University of London. Senior Lecturer in Liberal Studies.

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

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

Ann Laura Stoler  
PhD 1982, Columbia University. Willy Brandt Distinguished University Professor of Anthropology and Historical Studies.

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

Sharika Thiranagama  
PhD 2006, University of Edinburgh. Assistant Professor of Anthropology.

Miriam Ticktin  
PhD 2002, Stanford University. Assistant Professor of Anthropology.

McWelling Todman  
PhD 1986, New School for Social Research. Associate Professor of Psychology.

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

John VanderLippe  
PhD 1993, University of Texas. Associate Dean of The New School for Social Research and Associate Professor of History.

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

Louise Walker  
PhD 2008, Yale University. Assistant Professor of History.

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

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

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

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

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

Aristide Zolberg  
PhD 1961, University of Chicago. Walter A. Eberstadt Professor of Politics and University in Exile Professor Emeritus.

Vera Zolberg  
PhD 1974, University of Chicago. Professor of Sociology.

Emeriti

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

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

Eric Hobsbawm  
PhD 1951, Cambridge University. University Professor Emeritus of Politics and Society.

Nathan Kogan  
PhD 1954, Harvard University. Professor Emeritus of Psychology.

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

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

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

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

Yirmiyahu Yovel  
The New School for Social Research is a graduate division of The New School. It currently enrolls more than 1,000 students, coming from all regions of the United States and from more than 70 other countries. The list of recent PhD degree recipients and their dissertation titles (see page 9) displays the range and depth of subjects studied here.

The New School was founded in 1919 by a distinguished group of intellectuals. Some of them were teaching at Columbia University in New York City during the First World War and took a public stand against the war, for which they were censured by the university president. They responded by resigning from Columbia, and soon after, in association with other like-minded scholars, they opened in downtown New York a center dedicated to “educating the educated” in an atmosphere of freedom of expression and open inquiry. They called their institution The New School for Social Research. The founders included Charles Beard, Thorstein Veblen, James Harvey Robinson, Wesley Clair Mitchell, and John Dewey. From the beginning, The New School maintained close ties to Europe; it was modeled after the Volkshochschulen for adults in Germany. In the 1920s, Alvin Johnson, the New School’s director and later president, became a co-editor of the Encyclopedia of the Social Sciences, which brought him into regular collaboration with colleagues in Germany and elsewhere in Europe. They made him aware of the dangers presented by Hitler and his movement before others in the United States had grasped the seriousness of the situation.

When the Nazi Party came to power in 1933 and acted to expel all Jews and political opponents from the German universities, Alvin Johnson responded. The same year, with financial support from philanthropists like Hiram Halle and the Rockefeller Foundation, he created within The New School a University in Exile as a haven for scholars whose careers and very lives were threatened in Germany. The University in Exile sponsored the immigration of more than 180 scholars and their families, some of whom remained at the New School for many years and all of whom made an intellectual impact in the United States.

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

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

The New School for Social Research is a graduate research institution offering programs of study leading to four degrees: master of arts, master of science, master of philosophy, and doctor of philosophy. The division currently offers master’s and doctoral programs in the fields of anthropology, economics, philosophy, politics, psychology, and sociology, and interdisciplinary master’s programs in historical studies and liberal studies. Higher Education General Information Survey (HEGIS) numbers are: Anthropology 2202, Economics 2204, Global Political Economy and Finance 2204, Historical Studies 2299, Liberal Studies 4901, Philosophy 1509, Politics 2207, Psychology 2001, Clinical Psychology 2203.00, and Sociology 2208.

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

Transfer of Credits

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

A course or courses 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 B (3.0) or better awarded. The form for transferring credit can be obtained from the Office of Student Academic Affairs. Students who wish to share credits between a master’s program at The New School for Social Research and another master’s program at The New School should discuss their plans with an advisor in the Office of Student Academic Affairs. (Exception: BA/MA students—see Bachelor’s/Master’s Options below.)

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

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

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

Academic Advising

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

Biannual Academic Review

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

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

General Requirements

To be awarded a master’s degree, a student must:

• fulfill the specific credit and course requirements of the program
• pass an oral or written examination as required by the program
• complete an acceptable master’s thesis or equivalent research project as required

Particular departmental regulations governing the conferral of MA degrees are described in the individual department sections of this catalog and in department handbooks.

Course Requirements

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

Time Limits

Students must complete all requirements for the master’s degree within five years of admission to candidacy. Information regarding time limits and petitioning for an extension of time may be found in in this catalog under Academic Progress. Any student who has completed 30 credits may no longer register for courses unless formally admitted to a PhD program or the MS program in economics.
Doctor of Philosophy General Requirements

In general, to be awarded a PhD degree a student must demonstrate mastery of the field in which he or she is specializing and ability to conduct independent research in that field by:

- fulfilling all the course requirements of the major field of study (and the minor, if any)
- passing a comprehensive written examination
- passing an oral examination in the major field of study (and the minor, if any)
- meeting the minimum foreign language requirement
- submitting an acceptable dissertation proposal for admission to doctoral candidacy
- writing an acceptable dissertation
- successfully defending the dissertation

PhD examinations

Most departments require at least one comprehensive examination prior to admission to candidacy for the PhD degree. In most cases, a student must complete at least 45 credits (with GPA of at least 3.0) prior to taking the examination(s). Some departments require a GPA of higher than 3.0. Some departments require examinations in both the major minor field of study to determine a student’s ability to fulfill the remaining degree requirements. Doctoral examinations test a student’s range and depth of knowledge in the field of study and are not restricted to material covered in 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

The dissertation proposal defense (sometimes referred to as the “oral examination”) is a formal justification of a planned dissertation project to a committee of no fewer than four New School faculty members (unless the dean approves another arrangement). One committee member always represents a different field than the student’s major field of. In any program where the proposal defense is required, students must pass it to be admitted to PhD candidacy. 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 of their PhD program, which are published in the department sections of this catalog. The required credits (usually 60; in clinical psychology 90) include the 30 credits required for the master’s degree. At least 40 credits should be for courses in the student’s major field, of which at least 12 credits must be for seminar courses. Students must maintain a term and cumulative GPA of at least 3.0 to remain in good standing.

Time Limits

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

Foreign Language Requirement

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

Dissertation

A PhD candidate is required to submit a written dissertation as an original contribution to knowledge in the student’s major field as judged by a committee of the faculty. The candidate must be prepared to defend the method, content, and conclusions of the dissertation before the faculty. Dissertations must follow the guidelines published in the “PhD Handbook,” available in every department, at the Student Academic Affairs office, and online at www.newschool.edu/students/forms/
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 recommendation.

Four members of the faculty (unless other arrangements are approved by the dean), the three members of the dissertation committee plus one representative from another department, are responsible for the conduct of the dissertation defense. The committee member from outside the department is referred to hereafter as the dean’s representative. The role of the dean’s representative on the defense committees is to ensure that departmental members of the committee uphold normal standards and follow appropriate procedures. The dean’s representative is not usually expected to make detailed comments on the dissertation.

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

External Examiners

In certain circumstances, it may be appropriate for a faculty member from another division of The New School or even another institution to serve as a member of a dissertation committee in order to provide expertise not available among the faculty of The New School for Social Research. Such committee members, hereafter called external examiners, must be approved by the student’s department chair. An external examiner may replace one of the three division faculty members on the dissertation committee but cannot serve as a dean’s representative or chair the committee. Frequently, former members of the New School for Social Research faculty are appointed to dissertation committees, but they are considered regular dissertation committee members, not external examiners.

Scheduling Defense of a Dissertation

Dissertation defenses must be scheduled no later than April 18 for expected May graduates and November 17 for expected January graduates. The candidate must file a written petition to defend the dissertation with the department at least six weeks before the date scheduled for the defense. An unbound copy of the dissertation must be provided to Student Academic Affairs 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 May commencement day. For January graduation, the deadline for submission is January 15.

Students defending their dissertations on or before November 17 or April 18 who have petitioned for January or May graduation respectively may participate in commencement ceremonies, but they will not officially graduate unless all requirements have been met by the January 15 or May deadline respectively.

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

Submission of a Copy and Distribution

After the committee has approved the dissertation and submitted the dissertation acceptance statement to the University Registrar’s Office, the student must submit the approved dissertation online at the ProQuest/UMI Dissertation Publishing service. UMI will microfilm the dissertation for distribution through Bell and Howell/UMI. For an optional fee of $45, UMI will apply for copyright of the dissertation in the author’s name. (Authors are urged to copyright their dissertations to protect the material from reverting to the public domain.) If the dissertation or parts thereof is published, the title page, preface, or other preliminary matter must contain a statement that the book or paper was a dissertation (or part or abstract of a dissertation) presented for the degree of doctor of philosophy at The New School for Social Research.

The doctor of philosophy degree will not be conferred nor will the student receive a diploma until the Bell and Howell/UMI receipt and the Survey of Earned Doctorate forms have been submitted to the University Registrar.

Doctoral Dissertations Approved by The New School for Social Research in 2010–2011

Hanan Alhajeri  
Presidentialism and Political Instability in Argentina and the United States of America: A Comparative Study

David Banthin  
Study of Alliance Ruptures and Resolution Processes in High and Low Outcome Cases Using the Psychotherapy Process Q-Set (PQS)

Chloe G. Bland  
The Development of Reciprocity in U.S. Preschoolers

Hui Tun Chuang  
Fabrication of Authenticity of National Cuisine—Identity and Culinary Practice in Taiwan

Kyoungtak Chun  
Confucianism and Christianity as a Survival Kit in Korea

Maria Victoria Crespo  
The Making of the Presidency in Revolutionary Spanish America: Executive Power and State Formation in Argentina, Mexico and Venezuela, 1810–1826

Evan Matthew Daniel  
Rolling for the Revolution: A Transnational History of Cuban Cigar Makers in Havana, Florida, and New York City, 1853–1895

Christine M. Emeran  
Transforming Oppositional Networks into a Movement: Case Studies from Ukraine’s Independence Movement to the 2004 Presidential Elections

Hazem Fahmy  
The Political Economy of Patents: A Historical Perspective

Li Faustino  
Five-factor Personality Traits of Recovered Bipolar Patients and First Degree Relatives

Peter J. Glick  
Experientially Grounded Exploration of Relational Themes in the Context of Alliance Ruptures

Rachel Guerrero  
Terror Management Theory and Defensive Self-esteem Structures

Shihoko Hijioka  
Effects of Cultural Competency and Etiology Belief Congruency on Therapy Process Among Asian American Clients

Arleen C. Hogan  
Risk and Resiliency in Urban Adult Learners

Julian S. Horowitz  
Therapist Mindfulness and Flow in the Clinical Encounter
Fanon John Howell  
Accountable Choice: Governance, Evaluation, and Culture in the New York City Department of Education

Teresa Hurst  
Adult Personality and Childhood Experiences of Maltreatment

Harishchandra N. Iyer  
Product Coverage and Economic Welfare: Essays on Preferential Trade Liberalization in Developing Asia

Adrienne Weiss Katzow  
Keeping a Mind in Mind: The Role of Reflective Functioning in the Process and Outcome of Brief Relational Treatment

Armin Kelleter  
Autobiographical Memory Specificity and Its Relationship to Avoidant Personality and Attachment Styles

Stephen Kinsella  
Essays on the Irish Economy

Jonathan Koppel  
The Contrasting Effect of Expertise on Social Contagion and Socially Shared Retrieval-Induced Forgetting: Explorations Across Two Contexts

Birgit Langenberger  
Slavery and Colony: Natural Rights in the American Declaration of Independence

Melissa Holly Mahoney  
Inequity in American Schools: A New Perspective on the Distributional Effects of School Expenditures

Daniela Mansbach  
Maternal Strategies of Resistance: The Case of Checkpoint Watch Movement in Israel

January Massin  
A Multivariable Treatment for Personality Disorders: The Center for Intensive Treatment of Personality Disorders’ Treatment Effectiveness and Its Relationship to Patient and Therapist Attachment Dynamics

Rex McKenzie  
Three Essays on Caribbean Political Economy: The Case of Jamaica

Brian Matthew Milstein  
Commercium: Toward a Critical Social Theory of the Cosmopolitan

Alexander Mirescu  
Communism and Communion: Religious Policy, Church-Based Opposition and Free Space Development—Explaining Processes That Contribute to the Production of Different Space

Kidaya Ntoko  

Aurelio Joseph Ogilvie  
The Customer Is Always Right: Limiting the Research-Practice Gap by Identifying Research Methods That Are Consumer Friendly

Ilfan Oh  
Essays on Financing Constraints, Corporate Liquidity, and Investment

Aras Özgün  
The Electronic Image

Katherine Perea  
Girl Cartoons: A Playful Transgression on Popular Culture’s Compulsory Gender Coding

Jonathan Russell Pickle  
György Márkus and the Philosophy of Culture: Critical Theory, Enlightenment and Emancipation

Nancy Jessica Reifer  
From Law and Power to Ideology and Terror: Reflections on Hannah Arendt’s Concepts of Totalitarianism and Imperialism

Rebecca Lisa Rosen  
Effects of Mood and Interviewing Mode on Self-disclosure by College Students

Daniel Kamal Samaan  
Climate Change Policies and Structural Change—An Empirical Analysis of Employment Impacts

Sarah Linda Scott  
The Ethics of Perception: Martin Buber’s Study of Nicholas of Cusa, Jakob Böhme, Art and Aesthetics

Ilana Simons  
The Effects of Mortality Priming on Audience Tuning and Recall Bias

Clarissa Rhiannon Slesar  
Perversible Figures: An Ironic Process in Perception?

Amy Kathleen Sodaro  
Exhibiting Atrocity: Presentation of the Past in Memorial Museums

Silke Steinhilber  
Back to the Hearth? Family Policy and Gender in Postsocialist Poland and the Czech Republic (1990–2004)

Kelcey Stratton  
Intervention and Impact: The Role of Treatment Adherence on the Therapeutic Alliance and Session Impact in Cognitive Therapy

Xiaoyang Tang  
Philosophy’s Political Duty and Political Practice

Ross Tippit  
Modeling Ethical Decisions in a Borrower-Lender Relationship

Samuel Fowkes Tobin  
Hand Held: The Practice and Theory of Technological Play

Chiung-Yi Tseng  
Culture: A Context for the Process of Stress and Coping

Christopher Williams  
Slum Dwellers, Bankers and Bureaucrats: A Historical Comparative Analysis of the State Formation, Urbanization and the United Nations in East Africa
Course Levels and Registration

Courses numbered 5000–5899 are master’s-level courses. They are generally open to undergraduates at the junior or senior level with a standard cap of five undergraduates in any course, although the course instructor has the prerogative to raise or lower that number. A limited number of 5000–5899 courses are cross-listed with other divisions, and these courses are likely to admit more undergraduate students than courses that are not cross-listed. A roster of cross-listed courses is available in each department’s student advisor's office during the registration period.

Courses numbered 6000–6899 are advanced master’s- and PhD-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, although the instructor has the prerogative to raise or lower that number. Courses numbered 6000–6899 are generally open to master’s- and doctoral students from other New School divisions, for example, students of Media Studies, International Affairs, or Public and Urban Policy. A very few 6000-level courses may be cross-listed with other divisions after consultation with the New School for Social Research department chairs. A roster of cross-listed courses is available in each department’s student advisor's office during the registration period.

Courses numbered 7000–7899 are open only to doctoral candidates. Special courses and practa are numbered 5900–5999, 6900–6999, and 7900–7999. Special permission is always required for these.

Bachelor’s/Master’s Students: Undergraduates who have been granted bachelor's/master's status at The New School for Social Research can take 5000- and 6000-level courses subject to limited enrollment restrictions, and, in some cases, instructor permission. Bachelor's/master's students can obtain information about available course offerings before each registration period 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 the divisional registration procedures.

Courses with Limited Enrollment

Enrollment of students who are not degree candidates in the department offering the course is usually restricted. Non-degree students who wish to register for one of these courses must obtain permission from the student advisor of the department. This applies to graduate and undergraduate students from other divisions of the university as well as non-degree students and students matriculated in other departments of The New School for Social Research. A list of these “limited-enrollment” courses is made available in every student advisor’s office during each registration period and is also provided to student advisors in other divisions.

Inter-University Consortium

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

Cooperative Law School Program

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

Exchange and Overseas Study Programs

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

In addition, New School students frequently travel overseas for summer language programs and field research, and during the year for research and study at other universities. Students also may participate in the summer and winter sessions in Wroclaw, Poland, and Johannesburg, South Africa, coordinated by the Transregional Center for Democratic Studies.
Since it was established in 1971, the Department of Anthropology has been on the cutting edge of empirical and historical ethnographic scholarship, with emphasis on critical reflection at all levels of inquiry. It has been described as one of the leading anthropology graduate programs in the United States today. This small lively community of active scholars creates a dynamic intellectual environment with co-equal emphasis on fieldwork, archival research, and theoretical reflection. The department maintains close relationships with the entire faculty of The New School for Social Research and other divisions of the university, especially the International Affairs program, the graduate programs of Parsons The New School for Design, and the India-China Institute and other New School institutes and exchange programs like the Janey Program in Latin American Studies, the Transregional Center for Democratic Studies, and New York City Inter-University Consortium. The Department encourages and enables vital collaborative work among students at all levels in the form of workshops, conferences, and other student-organized activities.

Contact information
Anthropology office: 212.229.5757
Admission liaison: anthliaison@newschool.edu
Charles Whitcroft, Department Senior Secretary
Erick Howard, Student Advisor

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

Affiliated Faculty
Jonathan Bach, Associate Professor of International Affairs, Director of the undergraduate Global Studies program
Stephen Collier, Assistant Professor of International Affairs
Rachel Heiman, Assistant Professor of Anthropology, The New School for Public Engagement
Jaskiran Dhillon, Assistant Professor of Education Studies, Eugene Lang College The New School for Liberal Arts
Benjamin Lee, Professor of Anthropology and Philosophy
Gustav Peebles, Chair of Social Sciences, The New School for Public Engagement; Associate Director of the New School Bachelor's Program

Visiting Faculty
Pamila Gupta, PhD, 2004, Columbia University

Programs of Study

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

Master of Arts in Anthropology

The MA degree is awarded for completion of 30 credits, including a sequence of four required core courses (12 credits), and passing the MA examination. At least 18 credits must be listed or cross-listed in Anthropology. Policies regarding transfer of credits etc. are described in this catalog under Academic Programs and Policies (page 7) and in the “Department of Anthropology Graduate Student Handbook.”

The four required courses are:
- Critical Foundations of Anthropology I (GANT 6051)
- Critical Foundations of Anthropology II (GANT 6062)
- Sites of Contention in Contemporary Ethnography (GANT 6053)
- Anthropology as a History of the Present (GANT 6050)

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

PhD in Anthropology

After passing the MA written examination, a student can petition for entry into the doctoral program by submitting to the department a brief written research proposal. Acceptance is at the discretion of the faculty, who evaluate the applicant’s preparedness for doctoral research based on the results of the student’s MA examination and overall record as a master’s candidate and an assessment of the research proposal.

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

PhD Program Requirements

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

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

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

All doctoral students are required to attend the Anthropology Colloquium series of invited speakers and the bimonthly department workshop. The content of the workshop is determined by students in consultation with the faculty but commonly consists of faculty presentations publishing and grant-writing and job talks, and student presentations of research proposals, dissertation chapters, and field reports. The workshop is often a catalyst for student-organized conferences.

Language Requirement: Regardless of specialization, every PhD candidate must demonstrate reading ability in one language other than English by passing an examination administered by the department. Some area specializations may require additional language study as determined in consultation with the faculty. If further study is recommended, arrangements can be made through the university’s Department of Foreign Languages program or the Inter-University Consortium.
Qualifying Examination: Doctoral candidates are expected to take the Anthropology Qualifying Examination examination within two years of entering the PhD program. The examination consists of a written component and a two-hour oral examination. The written component has three elements: a detailed prospectus on the student’s proposed research project and two bibliographic essays on topics selected and developed in consultation with the student’s advisor and Qualifying Examination Committee.

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

ANTHROPOLOGY COURSES

The following courses are offered 2011–2012. All courses are carry three (3) credits unless otherwise stated in the description.

For current course descriptions, visit the website.

**GANT 6051 Critical Foundations of Anthropology I**

Fall 2011. Three credits.

Miriam Ticktin

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

**GANT 6053 Sites of Contention in Contemporary Ethnography**

Spring 2012. Three credits

Nicolas Langlitz

This course is dedicated to the discussion of thematic, theoretical, methodological, and formal innovation in contemporary ethnography. The course proceeds by placing in dialogue alternative theoretical and ethnographic strategies on similar questions and introducing a range of potentially interlocutive “quasi-ethnographic” texts. Some examples of foci that may be explored are ethnographic approaches to the cultural construction of “difference”; ethnographies of “globalization”; and contemporary approaches to anthropological intervention in the public sphere. Seminar participants make close readings of at least one substantial text per week and are asked to write brief reaction papers at regular intervals throughout the course.

**GANT 6062 Critical Foundations of Anthropology II**

Spring 2012. Three credits.

Vyjayanthi Rao

This course reviews contemporary theoretical debates on the nature of the social and assesses the impact of these debates on ethnographic writing. This course focuses on some of the core conceptual domains critical to the practice of anthropology, such as society, language, the market, historicity, and difference. Questions of ontology and temporality are raised around these conceptual domains through the social philosophical works of Bataille, Derrida, Deleuze, Bakhtin, and Fanon among others. By situating the work of these post-metaphysical thinkers in relation to the classical canon of social and moral philosophy and its liberal underpinnings, the course encourages students to think speculatively about the future directions of anthropological practice. A final assignment in the form of a research exercise stresses critical readings of contemporary ethnographies and the ways in which they reflect these new ways of theoretical framing. This course is a requirement for the MA in anthropology.

**GANT 6220 Different Things**

Spring 2012. Three credits

Hugh Raffles

Heidegger’s famous dictum, “man is world-forming, the animal is poor in world, a stone is worldless,” was dealt from a deck heavily stacked by the anthropocentrist. Not surprisingly, the first term has proved uncontroversial. Pet-lovers and scholars in animal studies are working on the second. The third is proving more stubborn. In this course, we seek out scholarly and non-scholarly literature that can help us find different ways to characterize the “inanimate.” Readings may include Roger Caillois, Jane Bennett, Yasunari Kawabata, Jonathan Hay, Georges Bataille, John Law, Elaine Scarry, Francois Jullien, Tim Ingold, Jurgis Baltrusaitis, W.J.T. Mitchell, Alphonso Lingis, and Julie Cruikshank.

**GANT 6225 Anthropological Intersections of Law and Medicine**

Spring 2012. Three credits.

Miriam Ticktin

This class explores the trajectories of anthropological studies of law and medicine, especially where they intersect. How do medical and legal regimes frame problems? Both regimes take injury and suffering as central, but how does each respond to such events? How do they each configure ideas of harm and responsibility? When do they contradict one another? When do they complement and feed off of one another? What kinds of persons, objects, and forms of knowledge are produced in the space of intersection? Examples of topics covered: the intersections of global health and security surveillance systems; legal definitions of life and death and their intersections with clinical practice; medical tourism; clinical trials and their intersections with property regimes; bioprospecting and indigenous forms of knowledge; criminalization of infectious disease; medical evidence used in asylum and immigration cases; and the extension of human medicine to animals and the associated emergent legal regimes.

**GANT 6230 Ethnography and Writing**

Spring 2012. Three credits.

Hugh Raffles

This seminar explores some of the modes of writing available to anthropologists, especially ethnography as a genre and some of the more intriguing attempts to locate its borders. Materials range widely across relevant literature, fiction and non-fiction, and extend to other media, particularly video and film. Students develop extended written projects that route their own topical interests through the preoccupations of the course.
GANT 6235  Out of the Armchair: Anthropologists and Philosophers Explore the Neurosciences  
Fall 2011. Three credits.  
Nicolas Langlitz  
The late 19th century anthropologists got out of their armchairs to study supposedly premodern people in their native environments. A century later, such fieldwork was extended to key institutions of modernity, for example, scientific laboratories. At about the time when ethnographers Bruno Latour and Steve Woolgar immersed themselves in the laboratory life of a brain research facility, philosophers of mind like Patricia Churchland began working in neuroscience labs. This course aims at a comparison of the epistemic practices and disciplinary projects of anthropologists of science and neurophilosophers. How can the anthropological approach be used fruitfully to study the work of neurophilosophers? What are anthropologists and philosophers looking for in laboratories? If one understands anthropology as a form of empirical philosophy, how does it differ from an empirically oriented philosophy of mind? Could these two forms of empirical philosophy (if this is what they are) transform each other?

GANT 6240  Aesthetic Entanglements: Anthropology and Form  
Spring 2012. Three credits.  
Vyjayanthi Rao  
This course examines anthropology’s tangled relations with the concept of form and aesthetic questions more broadly. While there is a prominent critical literature on writing as form, visual forms, sound, designed environments and other expressive media and mediations are often examined only in a limited and general way by scholarly communities concerned with theorizing these forms in their rich particularity. Through ethnographic and theoretical readings, we pick through the larger problem of contemporary theorizations of the relationship between aesthetics, ethics, and politics and anthropology’s engagement with those questions. Readings include works by Roman Jakobson, Claude Levi-Strauss, Roland Barthes, Steven Feld, Charles Hirschkind, Alfred Gell as well as Theodore Adorno, Jacques Ranciere, Gilles Deleuze, Bruno Latour, Friedrich Kittler and others.

GANT 6245  The Middle Classes: A Global Perspective  
Fall 2011. Three credits.  
Rachel Heiman  
Surging middle class aspirations and anxieties throughout the world compel anthropologists to pay serious attention to the preoccupations of the middle classes and middle class spaces, sentiments, life-styles, labors, and civic engagements. Not only has middle-classness become an increasingly powerful category of self-identification in many places, but “the middle classes” are an increasingly common subject-citizenry, often hailed by political and corporate leaders. Ethnographically, we can see the anxious coexistence of middle classes—between nations and regions, but also within—playing itself out in a fascinating array of moral politics, pitting against each other nationalists and trans-(or even post-)nationalists, social collectivists and “self-made”entrepreneurs, new and old economies, religious conservatives and progressives, and many others. The conditions of possibility that give rise to these subject formations, which are articulated in and through shifting terrains of gender, nation, race, caste, ethnicity, and empire, require an explicit theorization of the “middle.” In this course, we interrogate our understanding of what constitutes a “middle class” in this pivotal historical moment. We begin by reading classic theorists of class for their approaches to those who fall “between labor and capital.” We then turn to ethnographic accounts of everyday life among the middle classes in sites that include gated communities in China, advertising firms in India, cinema halls in Katmandu, and suburbs in the United States. We pay attention to different kinds of laboring and desiring subjects, including school teachers in Moscow, entrepreneurs in Barbados, and out-of-work youth in Egypt. Key problems that we explore include: What analytical questions arise about the category of “middle class” when its diverse referents, multi-faceted uses, and different historical contexts of emergence are brought into view? What is the role of the state in the formation, management, and/or privileging of the middle class? How can we theorize the differences between and similarities among middle-class practices and affects through time and across space in a way that does not fall into a teleological understanding of the history of class?
ethnographies of oceanic diasporas. Materials such as gravestones, poetry, religious and legal documents in our longing and belonging. We raise methodological concerns by opening the Portuguese South African community as another unusual case of diasporic Siddi (African) in India is a highly unusual case study. Lastly, we explore the South Asian communities scattered along the East African littoral. We look at the Goan (Indian) diaspora in Mozambique; a community lives of “long duration,” as Engseng Ho argues for the Hadrami Yemenis, who diasporas circulating around the Indian Ocean. Still other diasporas are also of “long duration,” as Engseng Ho argues for the Hadrami Yemenis, who still inhabit a Muslim world as local Indian Ocean cosmopolitans. Next we look at the Goan (Indian) diaspora in Mozambique; a community lives within one Lusophone (Portuguese-speaking, Catholic) context maintaining tender ties to a similar context across the ocean. We then explore other South Asian communities scattered along the East African littoral. The Siddi (African) in India is a highly unusual case study. Lastly, we explore the Portuguese South African community as another unusual case of diasporic longing and belonging. We raise methodological concerns by opening the archive beyond life history and (auto)biography to include source materials such as gravestones, poetry, religious and legal documents in our ethnographies of oceanic diasporas.

**GANT 6255 Anthropology, Photography, Visuality**

**Fall 2011. Three credits.**

**Pamila Gupta**

We live in a world where the image is privileged. What people see, but more importantly how they see and what they wish others to see are the principle concerns of visual anthropology. This subfield of anthropology is indispensable for understanding ethnographic research, media analysis, and material culture as well as engaging critically with the arts and other forms of cultural display and representation. This course engages with the principles and practices of visual anthropology by exploring the production and reception of different images (photographs specifically) among and between members of diverse cultures in the contemporary world, including anthropologists themselves. Topics include the parallel histories of anthropology and photography; photography as a tool of ethnographic research; critical engagements with photography by anthropologists past and present; the “reading” of photographs from an anthropological perspective; and innovative photographic productions by contemporary working anthropologists. In the last section of the course, we move beyond the visual to incorporate other senses into our writing of innovative ethnographies. Readings include Margaret Mead on visual anthropology, Izra Jacknis on Mead and Bateson and photography, Joanna Scherer on photography as research method and anthropological data, Elizabeth Edwards on the history of photography in anthropology, Catherine Lutz and Jane Collins on reading National Geographic, Paul Hockings on principles of visual anthropology, Pierre Bourdieu on photography and class, Susan Sontag’s famous essay, “on photography,” Allan Sekula on photographic meaning, Jay Ruby on death photography, Christopher Pinney on Indian photography, Lucien Taylor on visualizing theory, and Marcus Banks and Howard Morphy on rethinking visual anthropology. Lastly, we examine Paul Stoler on the taste of ethnographic things, Nadia Seremetakis on nostalgia and the senses, Dorinne Kondo on drinking tea and sensuality, and Gale Largely and Rod Watson on smell and culture.

**GANT 6260 Diasporic Longings and Belongings in the Indian Ocean**

**Fall 2011. Three credits.**

**Pamila Gupta**

Borrowing the phrase “longings and belongings” from anthropologist Peter van der Veer, this course looks at diasporic subjectivities as ambiguities of difference, a way of being in the world that is open to anthropological interpretation and analysis. We give attention to distinct diasporic communities within the Indian Ocean region using a case study approach. In this world, water becomes a conduit for the flow of people, things, and ideas in multiple directions. We look at how the idea of diaspora fits within transnational and cosmopolitan studies, readings Steven Vertovec, Ulf Hannerz, Mamadou Diouf, and Sheldon Pollack. We start with Amitav Ghosh’s In An Antique Land to look at early-modern Jewish and slave diasporas circulating around the Indian Ocean. Still other diasporas are also of “long duration,” as Engseng Ho argues for the Hadrami Yemenis, who still inhabit a Muslim world as local Indian Ocean cosmopolitans. Next we look at the Goan (Indian) diaspora in Mozambique; a community lives within one Lusophone (Portuguese-speaking, Catholic) context maintaining tender ties to a similar context across the ocean. We then explore other South Asian communities scattered along the East African littoral. The Siddi (African) in India is a highly unusual case study. Lastly, we explore the Portuguese South African community as another unusual case of diasporic longing and belonging. We raise methodological concerns by opening the archive beyond life history and (auto)biography to include source materials such as gravestones, poetry, religious and legal documents in our ethnographies of oceanic diasporas.

**GANT 6270 Anthropology and Time**

**Fall 2011. Three credits.**

**Janet Rolfman**

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

**GANT 7005 Doctoral Proseminar I**

**Fall 2011. Three credits.**

**Vyjayanthi Rao**

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

**GANT 7006 Doctoral Proseminar II**

**Spring 2012. Three credits.**

**Lawrence Hirschfeld**

This two-part graduate seminar orients students to the pragmatic, conceptual, and epistemological details of fieldwork and the reporting and narration of ethnographic work as it presents itself in the immediacy of everyday human experience. We explore a broad range of issues from the practicalities of fieldwork to the epistemology of research, from modes of analysis with various forms of data to ethical issues in research and trends in reporting and narrating ethnographic work. The mission is to prepare students for extended ethnographic fieldwork. In addition to acquiring familiarity with both technical “how-to” literature and ongoing debates about the nature of ethnography, each student designs and implements a small fieldwork project based on observation and interviewing, which provides a basis for an analytical case study to be completed in part II. Proseminar I and II are required courses for students planning to take the PhD qualifying examination.
GANT 7007 Doctoral ProSeminar III: Grant Writing

Fall 2011. Three credits.

Hugh Raffles

This is a practical course in grant writing, with three goals: 1) To help students clarify and present their research projects; 2) To help students develop an understanding of the grant proposal as process and genre; 3) To increase students chances of obtaining funding for their particular research projects. The workshop follows the guidelines for the National Science Foundation Cultural Anthropology Doctoral Dissertation Research Improvement Grant, specifically the following sections: Statement of the research problem, including main research questions; Review of the literature and significance of research; Preliminary research; Research plan, including research design, research site, and data analysis; and Research schedule and budget. Proseminar III is a required course for students planning to take the PhD qualifying examination in anthropology.

DEPARTMENT OF ECONOMICS

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

Contact information
212.229.5717 x3044

Admission liaison: Econ.Liaison@newschool.edu
Barbara Herbst, Department Senior Secretary
Kate Bahn, Student Advisor

Faculty

Chair: William Milberg, Professor of Economics
Lopamudra Banerjee, Assistant Professor of Economics
Duncan Foley, Leo Model Professor of Economics
Teresa Ghilarducci, Irene and Bernard Schwartz Professor in Economic Policy Analysis, Director of SCEPA
Deepak Nayyar, Distinguished University Professor of Economics
Edward Nell, Malcolm B. Smith Professor of Economics
Christian Proaño, Assistant Professor of Economics
Sanjay Reddy, Associate Professor of Economics
Willi Semmler, Professor of Economics
Anwar Shaikh, Professor of Economics
Lance Taylor, Arnhold Professor of International Cooperation and Development

Affiliated Faculty

David Gold, Assistant Professor in International Affairs
Darrick Hamilton, Assistant Professor in Milano The New School for Management and Urban Policy
David Howell, Professor in Milano The New School for Management and Urban Policy

Part-time Faculty

Lucas Bernard, PhD, 2009, The New School for Social Research
M. Ali Khan, PhD, 1973, Yale University
Gary Mongiovi, PhD, 1988, The New School for Social Research
Arslan Razmi, PhD, 2004, American University
Programs of Study

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

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

Master of Arts in Global Political Economy and Finance

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

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

Required courses

- Three core courses: GECO 6190 Microeconomics; GECO 6191 Macroeconomics; and GECO 6818 Econometrics. (GECO 6189 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181; candidates who enter the program with strong backgrounds in economics may, with permission, substitute appropriate upper-level courses to meet any of the core course requirements.)
- Two political economy courses: GECO 5104 Historical Foundations of Political Economy I and GECO 5108 World Political Economy
- One of three finance courses: GECO 6140 Financial Markets and Valuation; GECO 6141 Principles of Financial Engineering; or GECO 6269 Financial Economics
- Internship GECO 6198 (arranged with the student’s faculty advisor) or Mentored Research GECO 6993

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

Master of Arts in Economics

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

Required courses

- GECO 6190 Microeconomics; GECO 6191 Macroeconomics; GECO 5104 Historical Foundations of Political Economy I; and GECO 6818 Econometrics (GECO 6189 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181; candidates who enter the program with strong backgrounds in economics may, with permission, substitute appropriate upper-level courses to meet any of the core course requirements.)
- Internship, GECO 6198 (arranged with the student’s MA faculty advisor) or Mentored Research GECO 6993

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

Master of Science in Economics

The MS in economics is normally a terminal degree. This program is designed for students who wish to extend their study of economics beyond 30 credits without committing themselves to write and defend a dissertation. It is commonly taken by those whose planned careers require advanced research skills in economic modeling and econometrics. The 45-credit curriculum consists of six core courses (which include much of the PhD program analytical core) and nine electives. The degree is awarded for successful completion of the curriculum and passing a comprehensive examination.

Core courses

(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.)

- GECO 6190 Microeconomics; GECO 6191 Macroeconomics; GECO 5104 Historical Foundations of Political Economy I; and GECO 6818 Econometrics (GECO 6189 Mathematics for Economics or permission of the instructor is a prerequisite for GECO 6181)
- Any two of the following: GECO 6281 Advanced Econometrics I; GECO 6200 Advanced Microeconomics I; GECO 6202 Advanced Macroeconomics I; GECO 6204 Advanced Political Economy; GECO 6206 Post-Keynesian Economics. With the agreement of their faculty advisor, candidates with a strong background in economics may substitute other appropriate upper-level courses (6200-level) for any of these core requirements.

Electives: Of the nine elective courses for the MS in Economics, at least three must be courses offered or cross-listed by the economics department; as many as six may be graduate-level courses offered by other departments of The New School for Social Research or Milano The New School for Management and Urban Policy. All electives must be approved by the MA faculty advisor.

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

PhD in Economics

Students matriculated in the MA program in Economics may petition to continue studying as a PhD candidate once they have registered for a total of 30 credits. Acceptance into the doctoral program is not automatic. Three conditions must be fulfilled for the petition to be considered: At least 18 credits must have been completed prior to the semester in which the petition is filed; completed courses must include at least one PhD core theory course (see required courses below) and one graduate-level econometrics course. The student must have a cumulative grade point average of 3.5 or better, including grades of 3.5 or better in the required theory and econometrics courses. A committee of the faculty will make a final decision based on the petitioner’s overall academic record.
Transfer Students: Students with other prior graduate work or with an MA from another institution may apply for acceptance into the doctoral program after completing a minimum of 12 credits in courses offered or cross-listed by the economics department with a GPA of 3.5 or better. These credits must include at least one PhD core theory course (see required courses below) completed with a grade of 3.5 or better. At the discretion of the department, credits earned for lecture and seminar courses in other graduate programs may be transferred and applied to meet PhD course requirements. Transfer credits must have been earned for courses relevant to the PhD degree in economics with grades of 3.0 or better. Transfer credits cannot be used to meet the core course or the seminar requirements as described below.

PhD Requirements

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

Four core courses are required: GECO 6200 Advanced Microeconomics I; GECO 6202 Advanced Macroeconomics I; GECO 6218 Advanced Econometrics I; and one of the following, GECO 6204 Advanced Political Economy (I or II) or GECO 6206 Post-Keynesian Economics.

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

Concentrations

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

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

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

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

Qualifying Examinations

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

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

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

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

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

Dissertation Proposal, Oral Examination, and Dissertation: Students who have passed the qualifying examinations can submit a dissertation proposal. A student is considered a candidate for the Doctor of Philosophy degree only after passing a dissertation proposal defense, which also serves as an oral examination. The student’s faculty supervisor and two other members of the faculty will form a dissertation committee, which must approve the proposal before the student can proceed to the oral examination. The language or mathematics requirement must be met and not more than six of the 60 course credits may be outstanding for the oral examination to be scheduled. The student is responsible for scheduling the date, at least two weeks in advance, with the members of the committee, the department secretary, and the department student advisor.

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

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

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

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

For current course descriptions, visit the website.

GECO 5104  Historical Foundations of Political Economy I
Fall 2011. Three credits.
Anwar Shaikh
This course provides an introduction to the history of classical economic thought. Because of its concern with ethics, social class, income distribution, market competition, class conflict and technological change, classical economics provides important building blocks for an understanding of modern capitalism. We begin with a survey of political economy to 1776, including the mercantilists and the physiocrats. We then turn to the classical economists Smith, Ricardo, Mill, and Marx. We conclude with a discussion of the relevance of classical thought for economic analysis today.

GECO 5105  Historical Foundations of Political Economy II
Spring 2012. Three credits.
Edward Nell
This course surveys the development of economic analysis from the mid-19th century up to 1960. The early part of this period was marked by a shift from the classical-Marxian focus on objective, or materialist, explanations of value and distribution to the neoclassical emphasis on subjective factors. The theoretical traditions associated with Marshall, Walras, and the Austrians is compared, with a view to understanding how these distinct traditions emerged, contended with one another, and shaped the discipline. Due attention is paid to institutionalist economics, to the socialist calculation debates, and to the impact of the economists who emigrated from Europe during the political crises of the 1930s. The course concludes with an assessment of the challenge to mainstream economics posed by postwar writings of the circle of economists centered at Cambridge, including Joan Robinson and Piero Sraffa.

GECO 5117  The Economics of Innovation in Technology and Design
William Milberg
This course is aimed at understanding the causes and consequences of innovation. The focus is on both technology and design and the aim is to bring together key ideas from economics and design management. We take up cases of innovation from history and from contemporary society and attempt to answer the following basic questions. What is innovation? How are technology and design related? What role does innovation play in economic growth and capitalist development generally? What drives innovation in technology and design? Can innovation be “managed”? The course concludes with a discussion of innovation in the context of globalization, an assessment of the long-term economic importance of the “new economy” and an economic analysis of sustainable design. Most topics also include a case study or case history on a specific country or a commodity whose design and technology provide some general lessons for the understanding of what makes innovation successful and how that success is understood and sustained in society. The course is designed for upper-level undergraduates and beginning MA students. Prerequisites: UECO2499 Understanding U.S. Capitalism or UECO2500 Understanding World Capitalism or an equivalent course in the principles of economics or permission of the instructor.

GECO 5188  History of Wall Street
Fall 2011. Three credits.
Julia Ott
Over the last 30 years, Wall Street assumed a far larger role in the American economy than it ever played before. This course traces the process by which Americans social and economic well-being came to be managed by the market. Major themes include the critical role of policy, politics, and political ideology in shaping the structure of financial markets and institutions; enduring debates over the proper relationship between financial markets, the real economy, and the state; the effects of financialization and financial crisis on the distribution of economic power and wealth; the ability of economic crises to catalyze popular insurgency and social change. Crosslisted as GHIS 5170.

GECO 6030  Seminar on Finance
This financial engineering seminar deals with new topics and current market trends in finance. Well-known guests from the financial services industry speak. Some mathematics is required.

GECO 6140  Financial Markets and Valuation
This course is an introduction to models for financial valuation, including discounting, and bond mathematics, stock valuation models, and models for futures and other derivative instruments. On a theoretical level, it is a course in the problems of time and risk, the two key dimensions that place finance as a specialization within economics. On an applied level, it is an introduction to various new instruments of finance and their models from the fields of economics and finance.
GECO 6165  Financial History
Edward Nell
Financial history starts with the early development of money and credit in the ancient world. We examine the relation of one to the other before moving on to the emergence of accounting and present-value calculation in the medieval cities, especially in connection with banking and calculations of risk. The history of thinking about risk is explored along with the development of instability during the Renaissance. The appearance of “Bubbles” in the 17th and early 18th centuries is studied (the South Sea Bubble saw the appearance of the first derivatives). In the 19th century, we trace the movement of a definite business cycle; and consider whether and why we can also find a clear financial cycle. In the first part of the 20th century, financial cycles become more intense, but after World War II, it is repeatedly claimed that cycles have been tamed, that a “new era” has emerged. The various rationales for this claim are explored. At all points the relationship of financial activity to the real economy is emphasized.

GECO 6181 Graduate Econometrics
Spring 2012. Three credits.
Jamee Moudud
This course provides an introduction to econometrics and its statistical foundations. The main focus is on the classical linear regression model. Basic mathematical skills are necessary for a full understanding of the material. Prerequisite: GECO 6189 or permission of the instructor.

GECO 6189 Mathematics for Economics
Fall 2011. Three credits.
Lucas Bernard
The course is designed to provide students with the fundamental mathematical and statistical skills required for graduate study in economics. This course is strongly recommended for all incoming MA and PhD students in economics and is a requirement of some of the MA concentrations. The course is open to any degree or nondegree student at The New School for Social Research.

GECO 6190 Graduate Microeconomics
Spring 2012. Three credits.
Lopa Banerjee
This course covers the fundamental aspects of microeconomic theory necessary to read contemporary economics journals and to create new models to explain the behavior of firms, households, and markets and evaluate economic policies. Some of the material will overlaps with that of an undergraduate intermediate microeconomics course but is treated from a more critical and methodological point of view. Students who have taken intermediate microeconomics as undergraduates should consult the instructor to decide between this course and Advanced Microeconomic Theory. The first part of the course focuses on modeling households, firms, and markets under the assumption of full information about the commodities being produced and exchanged. This section of the course reviews supply and demand models and the theory of consumer surplus, consumer choice (particularly applied to labor supply) saving, and risk-taking; the theory of the cost-minimizing and profit-maximizing competitive firm; cost functions and industry equilibrium; general equilibrium and market failure due to externalities, monopoly, and government intervention; the theory of the Second Best; oligopoly; monopolistic competition; and basic concepts of game theory. The second part of the course considers the problem of incomplete and asymmetric information in market interactions, including the issues of moral hazard, adverse selection, and signaling. Theoretical concepts are illustrated by examples of applications to current social and policy problems, including environmental degradation, financial evolution, industrial regulation, market liberalization, and labor-market discrimination. The critical evaluation of microeconomics theory as an analytical and policy tool is a major focus of class discussion. Prerequisite: GECO 6189 or the permission of the instructor.

GECO 6191 Graduate Macroeconomics
Fall 2011. Three credits.
Edward Nell
This course covers the theory of economic fluctuations and growth. The first half of the course centers on the theory of economic fluctuations, including the study of inflation and unemployment, dynamic interaction of the product, financial, and labor markets, the Phillips Curve and the Nairu, monetary and fiscal policies. The second half of the course covers classical, Keynesian, and neoclassical theories of economic growth, technical change, and endogenous growth theory. Those topics are studied and illustrated with respect to selected major regions of the world economy.

GECO 6194 Political Economy of the Environment
Lance Taylor
This course reviews current environmental questions in terms of the economic debates. Topics of discussion include contrasting cultural and ethical approaches to the environment, economic and political factors affecting environmental quality and prospects for sustainable growth, analysis of possible public interventions and their complications, natural resource issues, and global issues, especially North-South interactions. Cross-listed as LECO 4502.
**GECO 6198 Internship in Global Political Economy**  
Fall 2011, Spring 2012. Three credits.  
**Duncan Foley**  
Internships may be arranged in public or private sector organizations, including the New York financial industry and labor unions. The internship is arranged by the student with the department internship coordinator.

**GECO 6200 Advanced Microeconomics I**  
Fall 2011. Three credits.  
**Sanjay Reddy**  
The aim of this course is to introduce some of the techniques of microeconomic analysis in widespread use and develop the basis for an informed perspective on microeconomic theory and its application. It is intended to present ideas, techniques and criticisms at a level of sophistication suitable for PhD students planning to conduct independent research. Microeconomics is presented as more than a technical apparatus—as a domain of unsettled questions. Topics vary from year to year, but usually include the theory of the consumer, the theory of the producer, decision-making under uncertainty, elements of game theory, elements of social choice and welfare economics, and, if time permits, elements of general equilibrium theory. Prerequisite: GECO 6191 Graduate Microeconomics or its equivalent.

**GECO 6201 Advanced Microeconomics II**  
Spring 2012. Three credits.  
**M. Ali Khan**  
This course traces the extent to which modern economic theory, particularly as it pertains to pure competition in market and nonmarket games under the rationality postulate, is grounded in the language of probability and measure theory. Special attention is paid to the formal expression of ideas such as economic and numerical negligibility on the one hand, and diffuseness and conditional independence of information on the other. Toward this end, the course develops rigorous formulations of basic ideas of conceptual (rather than computational) probability, including spaces of events, random variables and their means, marginal and joint densities, stochastic independence, and derivatives of probabilities. We apply those formulations first to the basic theorems of welfare economics, including the core theorems; and second to large anonymous and non-anonymous games, as well as to finite-agent games with private information. If time permits, the course concludes with some basic vocabulary of evolutionary game theory. The course is self-contained from the technical point of view but presupposes a level of mathematical maturity typically acquired in a course like GECO 6189. Prospective students who are not sure they have the necessary background should contact the instructor before registering.

**GECO 6202 Advanced Macroeconomics I**  
Fall 2011. Three credits.  
**Lance Taylor**  
This course presents a critical review of both mainstream and structuralist macroeconomic traditions. Topics covered include social accounts and social relations; price formation and the functional income distribution; money; theories of the interest rate, and inflation; effective demand and its real and financial implications; short-term model closures and long-term growth; Chicago monetarism, new classical macroeconomics, and mainstream finance; effective demand and the distributive curve; structuralist analyses of finance and money; models of cycles; open economy macroeconomics; and growth and development theories. Lab sessions will be arranged. Prerequisite: GECO 6191, GECO 6289, or permission of the instructor. GECO 6189 or the equivalent mathematical training is recommended.

**GECO 6203 Advanced Macroeconomics II**  
Spring 2012. Three credits.  
**Willi Semmler**  
This course extends the study of the foundations of macroeconomic theory by providing a critical theoretical and empirical analysis of the problems of economic growth, fluctuations, and employment. We focus on theory and empirical work of different traditions of dynamic macroeconomics. Topics include the empirical evidence on the old and new growth theory, business cycle models in the equilibrium and disequilibrium traditions, empirical work on the Phillips curve and unemployment, labor market dynamics and inequality, asset market fluctuations and economic activity, recent theoretical and empirical work on monetary and fiscal policies, and open economy dynamics. Suggestions of other topics in macroeconomics are welcome. Students are encouraged to develop their own research, and emphasis is placed on empirical work in macroeconomics. Prerequisites: GECO 6189, GECO 6191, or permission of the instructor; GECO 6202 (recommended) or permission of the instructor.

**GECO 6204 Advanced Political Economy I**  
Spring 2012. Three credits.  
**Anwar Shaikh**  
This course surveys important issues in contemporary Marxian political economy, with emphasis on the use of Marxian theory to develop workable economic research projects on contemporary issues. We strive for an accurate understanding of the concepts and methods of Marx's own reasoning and contemporary critical discussions of Marx's ideas, together with a critical assessment of what they can contribute to contemporary economics. Topics include: the labor theory of value and the transformation problem, analytical Marxism, Marx's theory of money and contemporary world monetary systems, Marx's analysis of the circuits of capital as the basis for empirical macroeconomic studies of contemporary economies, Marx's theories of the falling rate of profit and the long-term tendencies of capital accumulation as a foundation for understanding the contemporary development of world capitalism, and other topics.

**GECO 6205 Advanced Political Economy II**  
Fall 2011. Three credits.  
**Duncan Foley**  
This course surveys major controversies in contemporary political economy, including classical and Marxian and other heterodox perspectives, with emphasis on the use of theory to develop workable economic research. Topics include: recent controversies over the labor theory of value and the transformation problem, Marxian/classical growth models and their relation to other heterodox traditions, the Marxian/classical theory of finance, productive and unproductive labor in the contemporary world economy, environmental political economy with a focus on global warming and limits to growth, and the theory of socialism. Prerequisites: GECO 6200, GECO 6202, and GECO 6204, or permission of the instructor.

**GECO 6206 Post-Keynesian Economics**  
Spring 2012. Three credits.  
**Edward Nell**  
This course covers recent developments in post-Keynesian economic theory and explores major themes and controversies. Topics include the theory of effective demand, the distinction between demand- and supply-constrained equilibria, the theory of endogenous money, and the theory of financial fragility. The course aims to show how post-Keynesian economics constitutes an intellectually coherent body of thought. Prerequisite: GECO 6191 or permission of the instructor.
GECO 6210 Seminar on Topics in Economic Analysis: Inflation
Spring 2012. Three credits.

Anwar Shaikh
This seminar focuses on the problem of inflation, investigating price patterns over past episodes of inflation on a world scale. We also examine competing theoretical explanations of inflation. Students are expected to conduct empirical research on two different countries, one in the developed world and one in the developing world, and to present their results in class. Grades are based on these presentations.

GECO 6211 Seminar: The Classical Theory of Price

Anwar Shaikh
This course focuses on the structure of the theories of price in Ricardo, Marx, and Sraffa. Close attention is paid to the logic of the arguments and their mathematical formalizations. We also attempt to assess their theoretical and empirical significance for modern advanced economies through the use of input-output data. Readings include parts of Ricardo's Principles, Marx's Capital, Sraffa's Production of Commodities by Means of Commodities, and various responses to these works. Familiarity with linear algebra is highly recommended.

GECO 6230 Globalization and Development

Deepak Nayyar
We are in the midst of the second great global expansion of modern capitalism, very different from the first. Today's globalization concerns culture and politics as well as economics, but economics provides the driving force, and the new technologies the means. The world is being transformed, and productivity is expanding, but inequality is increasing at a rapid pace worldwide, and so is instability. We ask whether this is sustainable.

GECO 6252 International Trade
Fall 2011. Three credits.

Deepak Nayyar
This course surveys alternative theories of international trade to consider both the positive and the normative aspects. We discuss the relationship between international trade and economic growth and economic development with reference to the implications for employment and income distribution. We investigate the connection with internationalization of investment and production. The discussion is situated in the wider context of the contemporary world economy and the multilateral trading system.

GECO 6253 International Finance
Spring 2012. Three credits.

Willi Semmler
This course is devoted to studying international monetary economics and finance theoretically and empirically. We begin with a historical overview of the gold standard, the Bretton Woods system, and current international monetary regimes and currency systems. We then examine theoretically and empirically the balance of trade and balance of payment accounts and their adjustments. Exchange rate systems and exchange rate determination and adjustments are studied, with particular attention to empirical studies on exchange rate dynamics and their impact on macroeconomics. Special emphasis is given to topics such as financial instability and monetary and fiscal policy issues, exchange rate volatility and its impact on the real and financial sector, foreign debt, capital flows, currency runs, and international portfolio choice; World Bank and IMF policies and issues concerning financial market liberalization; international financial regulations; and international financial architecture.

GECO 6258 Seminar in Development Economics

Lopamudra Banerjee
This seminar explores the interconnections between income inequality, poverty and economic vulnerability. We start with the microeconomics of welfare analysis to examine how resources are distributed amongst identical agents who have the freedom to choose, and how inequality arises in the presence of asymmetries of power, differences in identities (race, caste, gender and ethnicity), disparities in geographic settlements and incomplete information (risks and uncertainties). In this, we discuss how inequality, deprivation and vulnerability constitute each other. We present the alternative measures of poverty, inequality, and vulnerability; and study how these concepts relate to different countries and communities. In addition, we examine the issues of efficiency, equity and justice that arise in the context of income distribution.

GECO 6264 Money and Banking

Edward Nell
The course covers the fundamentals of money and banking seen in historical perspective. Over time, the institutions of money and credit have changed and developed, as have their relationships to markets. Money worked differently in the pre-capitalist world, and its working changed further as capitalism developed from the craft economy of family farms and family farms to the world of modern industry and hi-tech. These changes are explored together with the development of monetary theory. Banking systems also developed historically, reflecting many of the same pressures that led to the development of industry, and the fundamentals of banking have changed over time. This likewise has implications for the theory of credit and interest.

GECO 6266 Financial Modeling and Financial Econometrics

Applications of financial theory and new financial instruments require new econometric tools. This course first reviews the basic theories of derivatives pricing and estimation and then deals with volatility dynamics, nonparametric estimation, and Kalman filters.

GECO 6269 Financial Economics
Fall 2011. Three credits.

Willi Semmler
This course studies the interaction of the financial markets and economic activity. The financial markets considered encompass the money and bond market, credit market, stock market, and foreign exchange market. Economic activity is described by the activity of households, firms, banks, governments, and countries. The course shows how economic activity affects the financial markets and how the financial markets, financial market volatility, and instability feed back to economic activity. Emphasis is given to theory and empirical work on credit and derivative markets, bond prices and yield curves, stock price dynamics, CAPM and static and dynamic portfolio theory, and consumption- and production-based asset pricing models. Further topics include the impact of the volatility of asset prices on economic activity, the economics of risk, and financial fragility and crises. Reading for the course includes Semmler’s Asset Prices, Booms, and Recessions (2003, rev. 2006). Prerequisite: GECO 6191 or permission of the instructor.
GECO 6270 Labor Economics I
Spring 2012. Three credits.

Teresa Ghilarducci
This is the first of a two-semester sequence that provides an intensive analysis of labor process and labor markets, considering neoclassical, institutionalist, and political economy approaches to the field of labor economics. Major course sections include the history of thought in labor economics; the organization of production and the determination of labor demand; the structure of the household and the determination of labor supply; the operation of labor markets; the determination of wages, income, and employment; the generation of inequalities and the persistence of discrimination; the determination and impact of collective bargaining; and labor regulations. Prerequisites: GECO 6190 and GECO 5104, or their equivalents. Some familiarity with calculus and econometrics is recommended.

GECO 6271 Labor Economics II: The Economics of Inequality and Unemployment
Fall 2011. Three credits.

David Howell
There are large differences in the incidence of low wages, earnings inequality, and unemployment between rich countries with relatively similar levels of GDP per capita. This course describes and explores alternative explanations for these differences, focusing on the role played by the supply and demand for skills on the one hand and public policies and labor market institutions on the other. It consist of three parts: 1) low wages and earnings inequality, 2) unemployment and labor force participation, and 3) the interaction between the two (is the conventional wisdom correct that there is a tradeoff?). We begin with a careful treatment of measurement and description of the differences, followed by an assessment of alternative theoretical explanations, and finally by an assessment of these explanations based on the empirical evidence. The overall objective is to learn about the nature of these labor market outcomes in rich countries, especially comparing the U.S. model to alternative labor market regimes or “capitalisms.” There are no prerequisites, but the readings come from the professional literature, so some exposure to economics and quantitative methods is strongly recommended. Cross-listed as MEFI 6068.

GECO 6281 Advanced Econometrics I
Spring 2012. Three credits.

Christian Proaño
The first half of the semester revisits estimation, inference, and diagnostics (building on GECO 6181). Microeconometric techniques like panel data, qualitative response models, and nonparametric estimation are then introduced. The second half of the semester is devoted to time series econometrics. Lab sessions will be arranged. Prerequisites: GECO 6181 and GECO 6189, or permission of the instructor.

GECO 6282 Advanced Econometrics II
Fall 2011. Three credits.

Christian Proaño
This course covers specialized topics in time series analysis, including estimation of dynamical systems, general method of moments, spectral analysis, seasonality, detrending, stationary and nonstationary systems, causality, and ARCH and its extensions. Prerequisite: GECO 6281 or permission of the instructor.

GECO 6289 Advanced Mathematics for Economics
Spring 2012. Three credits.

Lucas Bernard
This course covers the following topics, with economic examples: difference and differential equations with applications; optimal control problem and Hamiltonians; the Ramsey model; stochastic control and the certainty principle; dynamic optimization and Euler equations; optimality principle of dynamic programming and value functions; and using computer software for simulation of economic models. Prerequisite: GECO 6189 or permission of the instructor.

GECO 6290 Economic Development I

Lance Taylor
This course is the first of a two-part sequence. It focuses on the macroeconomics of development, beginning with a historical review of development doctrine. Further topics include economic growth, income distribution, stabilization and adjustment, and external relations.

GECO 6291 Economic Development II

Lopamudra Banerjee
This second course of the two-part sequence in development economics, concentrates on the microeconomics of development. Both theoretical and empirical research are studied. The theoretical component emphasizes issues related to rural household decisions such as consumption, agricultural production, and fertility, although some attention is given to urbanization and industrialization. The empirical component includes statistical and microeconometric methods, but also nonquantitative methods such as anthropological studies. Prerequisites: GECO 6181 and GECO 6190, or permission of the instructor. Recommended: GECO 6281 and GECO 6200.

GECO 6323 Seminar in Economic Methodology

William Milberg
This seminar covers classical and contemporary debates in the methodology of economics, focusing on questions about the status of economics in relation to ideology, natural science and policy formation; the philosophical foundations of economics (including positivism, realism, pragmatism, postmodernism, and feminism); and the sociology of the economics profession (including the postwar rise to prominence of American economics). We consider issues of power, ideology, rationality, individualism and embeddedness in assessing the epistemological status of claims in economic theory, including mathematical models and econometrics. Readings include Hume, Mill, Marx, Kuhn, Popper, Lakatos, Friedman, Blaug, Mirowski, McCloskey, Lawson, Dow, Hodgson, Hands, and Nelson.
GECO 6334  Research Workshop and Seminar in Macroeconomics: Topics in Post-Keynesian Economics
Fall 2011. Three credits.
Lance Taylor
This course focuses on the nexus between the theory of distribution and the theory of effective demand. A distinctive feature of post-Keynesian economics is its rejection of the marginalist theory of distribution, but there is no consensus on an alternative. We explore various approaches to distribution that have characterized post-Keynesian literature, including the theory of distribution implicit in the General Theory, the Kaleckian tradition, the Kaldor and Pasinetti equations, monetary theory and income distribution, and the Sraffian approach. This course is a seminar and emphasis is on student presentations. Students are welcome to suggest further topics for discussion. Prerequisites: GECO 6202 or permission of the instructor. Recommended: GECO 6206.

GECO 6335  Research Workshop in Economic Theory and Economic Modeling
Duncan Foley
The first half of the workshop is an overview of conceptions, theories, and models of evolutionary and institutional economics. Biological analogies in economic theory, complexity, and evolutionary processes of complex systems are discussed. The conceptions of "self-organization," "equilibrium," and "emergence" are compared. Applications include self-policing institutions, the evolution of cooperation, the evolution of technology selection, and the evolutionary theory of the firm. The second half combines readings in the simulation literature with student pilot research projects.

GECO 6340  Seminar on Transformational Growth, Business Cycles, and Financial Markets
Edward Nell
The seminar builds on previous empirical work comparing the business cycles and growth patterns of selected advanced capitalist economies prior to World War I with the cycles of the same countries following World War II. The aim is to examine the role of financial markets in contributing to the role of finance in connection with the stagnation of the later postwar years. Prerequisite: permission of the instructor.

GECO 6910  Computer Language Workshop
Fall 2011, Spring 2012. Not for credit.
This workshop is student-run.

GECO 6990  Independent Study
Fall 2011, Spring 2012. One, two, or three credits.
Students pursue advanced research on specific topics of their own design with the guidance of a faculty member. Permission is required.

GECO 6991  Internship
Fall 2011, Spring 2012. One-half credit.
Graduate students can receive academic credit for professional training related to their degrees. Training should take the form of teaching, research, or other work relevant to the student's program of study for at least five hours per week. Sites may include institutions of higher learning, government agencies, or others appropriate locations. The student meets regularly with an advisor and submits a written report at the end of the internship. Grading is pass/fail.

GECO 6992  Practical Curricular Training
Fall 2011, Spring 2012. One-half credit.
Students can receive academic credit for professional training related to their degrees. Training should take the form of teaching, research, or other work for at least five hours per week. It may take place at institutions of higher learning, with government agencies, or at other sites as appropriate. The student meets regularly with an advisor and submits a written report at the end of the training. Grading is pass/fail.

GECO 6993  Mentored Research
Fall 2011, Spring 2012. Three credits.
A mentored research project with a faculty advisor leading to a 25-page research paper.

GECO 7990  Dissertation Workshop
Fall 2011, Spring 2012. Not for credit.
William S. Milberg, Teresa Ghilarducci, Willi Semmler
This workshop is designed to help students develop thesis topics and thesis proposals and learn research methods. All students are welcome to attend and present their thesis research at any stage of development. Faculty members make presentations on research methods.

GECO 7991  Directed Dissertation Study
Fall 2011, Spring 2012. One, two, or three credits.
Dissertation research and writing is supervised by a dissertation director. A student may take up to three credits of directed dissertation study per semester up to a maximum of nine credits total. Grading is pass/fail.

Recommended Courses Offered by Other Graduate Programs of the University
Graduate students in economics are encouraged to take elective courses offered by other departments and divisions of The New School. Some courses of particular interest offered by the Milano School of International Affairs, Management, and Urban Policy are listed below. See the Milano catalog or website for details.

- MHTC 5020  The Political economy of the City
- MIOR 5074  Race, Gender, and Public Policy
- MPLC 606  Urban labor Markets and Public Policy
- MEFI 6082  Housing and Real estate Development
- MPLC 6516  Public Finance and Fiscal Management
- MPLC 7010  Advanced Policy Analysis
DEPARTMENT OF PHILOSOPHY

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

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

Contact
Department office: 212.229.5707
Admission liaison: PhilLiaison@newschool.edu
Despina Dontas, Department Senior Secretary
Eric Godoy, Student Advisor

Faculty
Chair: James Dodd, Associate Professor
Simon Critchley, Hans Jonas Professor of Philosophy
(on leave fall 2011–spring 2012)
Zed Adams, Assistant Professor
Cinzia Arruzza, Assistant Professor
J. M. Bernstein, University Distinguished Professor of Philosophy
Richard J. Bernstein, Vera List Professor of Philosophy
Omri Boehm, Assistant Professor
Chiara Bottici, Assistant Professor
Alice Crary, Associate Professor
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science
Benjamin Lee, Professor
Dmitri Nikulin, Professor

Affiliated Faculty
Clive Dilnot, Professor of Design History and Theory,
Parsons The New School for Design
Paul Kortman, Assistant Professor of Comparative Literature,
Eugene Lang College The New School for Liberal Arts
Mark Larrimore, Assistant Professor of Religious Studies,
Eugene Lang College The New School for Liberal Arts
James Miller, Professor of Politics and Liberal Studies

Part-Time Faculty
Alan Bass, PhD, 1975, The Johns Hopkins University
Jay Elliot, PhD, 2010, University of Chicago
Bernard Flynn, PhD, 1967, Duquesne University
Ross Poole, BPhil, 1969, Oxford University
Annika Thiem, PhD 2009, University of California, Berkeley

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

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

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

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

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

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

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

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

- One course in quantificational logic (Students who can pass a department examination are exempted from this course requirement.)
- One course in ancient philosophy as defined by the department
- One course each in four of five core subject areas as defined by the department: Medieval and Renaissance Philosophy, Early Modern Philosophy, Kant and German Idealism, 20th-Century Continental Philosophy, and thematic historically-oriented courses in ethics, political philosophy, history of logic, philosophy of science, or aesthetics.

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

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

Master’s Thesis and Examinations

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

- Continuing students, expecting to go on to doctoral studies, have two options for completing the master’s degree: 1) Write and defend a thesis of 50–75 pages covering at least two of the eight topics designated for the MA examination and pass an oral examination in two of the eight topics not discussed in the written thesis; OR 2) pass a written examination on two of the eight topics designated for the MA examinations and an oral examination on two other of the eight topics. Acceptance to the PhD program requires a score of high-pass on at least three of the four examination topics and no failing scores. A student whose scores do not qualify for advancement becomes a candidate for a terminal MA degree.
- For students seeking a terminal master’s degree the requirements are simpler; either of the following is sufficient: 1) Write and successfully defend a master’s thesis of 50–75 pages covering at least two of the eight topics designated for the MA examination or 2) pass a written examination on two of the eight topics designated for the MA examinations and an oral examination on two other of the eight 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.

PhD in Philosophy

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

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 60 credits must be listed or cross-listed in philosophy.

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

At least 15 credits of the 48 philosophy credits must be earned for seminar courses, and the philosophy doctoral program has no other specific course requirements other than the MA core course requirements (transfer students must satisfy these requirements). Students must receive grades of 3.0 or better in all philosophy courses and maintain a cumulative GPA of at least 3.0 to remain in good standing. During their final year of course work, all doctoral must register for the yearlong Prospectus Seminar.

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

**PhD qualifying examinations:** Students who complete all the course requirements and fulfill the language requirements may proceed to take the written and oral qualifying examinations. Most students start exams before finishing coursework. The PhD exams replicate the MA written and oral examinations, covering the remaining four topic areas not previously examined. Transfer students may petition to waive if they passed a similarly structured examination at another institution. Many must take MA orals here though. Those who receive scores of high-pass in at least three of four topics with no failing score may submit a dissertation proposal to the department for approval. For further details, see the Philosophy Student Handbook. If the proposal is approved, the student must write and subsequently defend the dissertation to a committee of the faculty. The policies of The New School for Social Research as described in the Degree Requirements section of this catalog apply.

**MPhil in Philosophy:** The degree of master of philosophy is a terminal degree conferred upon a student who fulfills all the requirements of the PhD degree in philosophy except the dissertation.
PHILOSOPHY COURSES

For current course descriptions, visit the website.

GPHI 6005 Philosophy of Merleau-Ponty
Fall 2011. Three credits.
Bernard Flynn
This course begins with a brief consideration of the philosopher’s early work, *The Structure of Behavior*, after which we read *The Phenomenology of Perception* as a classic in its own right and with reference to its transformation of the phenomenological tradition. We then turn to the recently published notes of courses given by Merleau-Ponty during the 50s, which throw a new light on the itinerary of his thought. Finally, we turn to *The Visible and the Invisible* as an elaboration of a new ontology in which the body as the subject of perception gives way to the notion of flesh. We concern ourselves with Merleau-Ponty’s appropriation of the ideas of Husserl and Heidegger, among other thinkers of the tradition.

GPHI 6011 Modern Deductive Logic
Spring 2012. Three credits.
Dean Chapman
The purpose of this course is to provide students with knowledge and understanding of the basic concepts of modern deductive logic, both syntax and semantics. We start with sentential logic and discuss methods of constructing truth tables, truth trees, and derivations (for both the systems of SD and SD+). We then turn to predicate logic and consider certain differences and similarities between sentential and predicate logic and adjust the methods of truth trees and derivations to predicate logic.

GPHI 6039 French Reading Group
Fall 2011, Spring 2012. Not for credit.
James Dodd
Students join the group to improve their reading skills, enrich their vocabularies, and refresh their knowledge of French grammar in order to prepare for the philosophy department’s French language examination. Mainly, texts are chosen from 17th-century thinkers (Descartes, Arnauld, Malebranche) and contemporary French philosophers.

GPHI 6040 German Reading Group
Fall 2011, Spring 2012. Not for credit.
James Dodd
This group is devoted to the translation and discussion of German philosophical texts. It is suitable for students with reasonably good German reading skills who need to improve their proficiency in reading philosophical German, especially to prepare for the philosophy department’s German language examination. Texts are usually selected from concurrently offered seminars; recent readings have included texts by Kant, Hegel, Husserl, and Heidegger.

GPHI 6041 Greek and Latin Reading Group
Fall 2011. Not for credit.
James Dodd
This reading group is for students who wish to improve their proficiency in reading ancient Greek and/or Latin, especially those preparing for the philosophy department’s Greek/Latin language examination. Reasonably good reading skills are required for active participation, but students who are less proficient are invited to join and see whether the group is helpful or not. Texts are chosen according to the interests of the participants.

GPHI 6045 Arendt: Politics & Philosophy
Fall 2011. Three credits.
Jay Bernstein
Hannah Arendt has plausibly been characterized as one of the great outsiders of 20th-century political philosophy—strikingly original and disturbingly unorthodox. This course involves close readings of the central texts of Arendt’s political philosophy: *The Origins of Totalitarianism, The Human Condition, On Revolution, Eichmann in Jerusalem*, and *Lectures on Kant’s Political Philosophy*, together with some of her most important essays. Without denying the originality of her thought, we examine the different currents feeding her mature writings, contending that Arendt might usefully be understood as our first political modernist, bringing the sensibility of high modernism to philosophy and so to political thought.

GPHI 6053 Heidegger’s Being and Time
Spring 2012. Three credits.
James Dodd
Martin Heidegger is arguably the most important philosopher in the 20th-century continental tradition, and *Being and Time* is his magnum opus. In this course, we read carefully and critically the first division of the book and as much of the second division as we can cover. We also look at some of Heidegger’s later texts. The objective is to give students a firm grasp of the key philosophical issues and concepts raised by the project that Heidegger called fundamental ontology. Topics include: Heidegger’s relation to Husserl and his critical adoption of phenomenological method; his critique of traditional epistemology; his account of the nature of the world and the relation of persons to world; his critique of the Cartesian understanding of world and space; his account of intersubjectivity and his critique of modernity; the key concept of “thrown projection” and an explanation of the various “existentials” (state-of-mind, understanding, and discourse); Heidegger’s concepts of thrownness, falling, and inauthenticity; his account of moods and anxiety as the basic attunement of the human being; the meaning of care as the being of the human being; his critique of the realism-vs.-idealism debate; his concept of truth and his critique of the traditional concept of truth; and analyses of being-toward-death, conscience, authenticity, and historicity.

GPHI 6058 Mind, Language, and Reality
Spring 2012. Three credits.
Alice Crary
This lecture concentrate on the writings of Wilfrid Sellars, John McDowell, and Robert Brandom. Close reading of their work focuses on Kantian, Hegelian, and pragmatic themes as they pertain to mind, language, and the world.

GPHI 6065 Kant’s Critique of Pure Reason
Fall 2011. Three credits.
Omri Boehm
The course involves a close reading of *Critique of Pure Reason*. Among the topics we analyze are the motivations for the Copernican turn, the synthetic-a priori; the nature of space, time and causality; transcendental idealism as the thesis that we know appearances and not things “in themselves”; Kant’s understanding of subjectivity; the transcendental deduction; and Kant’s claim that rational thinking results in unavoidable metaphysical illusions, e.g., the antinomies.
GPHI 6072  Basic Freud
Fall 2011. Three credits.

Alan Bass
This course covers the major concepts found in the writings of Sigmund Freud, stressing their revolutionary nature. Topics include trauma, defense, wishes, dreams, unconscious processes, infantile sexuality, perversion, narcissism, identification, life and death drives, anxiety, disavowal, and ego-splitting.

GPHI 6076  Freudsians and Post-Freudsians
Spring 2012. Three credits.

Alan Bass
This course surveys the most important contributions to psychoanalysis in the broadly Freudian tradition. Authors studied include Ferenzi, Abraham, Klein, Winnicott, Loewald, Bion, Lacan, and Lapache.

GPHI 6091  American Pragmatism
Spring 2012. Three credits.

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

GPHI 6115  Contemporary Moral Skepticism
Spring 2012. Three credits.

Zed Adams
Over the past century, a number of philosophers, psychologists, and anthropologists have sought to show that moral thought is not all that it seems, that there is something misleading or downright false about the way we ordinarily treat moral truth as objective, universal, and overriding. This course is an in-depth look at a number of influential arguments for skepticism about the pretenses of morality. Topics include whether the existence of widespread and persistent moral disagreement implies skepticism about moral truth; whether relativism, contextualism, or expressivism are plausible accounts of moral judgment; whether the insights of evolutionary theory or social psychology undermine morality; and whether virtue ethics is committed to problematic conceptions of teleology and agency.

GPHI 6116  Citizenship and Politics
Fall 2011. Three credits.

Cinzia Arruzza
In Book III of Politics, Aristotle defines the city as a multitude of citizens. Hence it becomes necessary to define what a citizen is in order to enquire into the function of a city and how the city should be organized. The ancient philosophical and historical definitions and redefinitions of citizenship are at the core of Greek understanding of the polis. In this course, we confront Plato’s and Aristotle’s views on citizenship and the political community, reading them in the light of the political transformations Athens and the Greek cities underwent between the 6th and the 4th century BCE. We discuss such notions as isonomia, freedom, and property as they are linked to the definition of the citizen.

GPHI 6663  Myth and Politics
Fall 2011. Three credits.

Chiara Bottici
Political agents do not act exclusively on the basis of rational motivations and interests. Myths also play a crucial role in politics. What are political myths? How should we approach and evaluate them? Have they disappeared in modernity or simply taken another form? What is the difference between myth, utopia and ideology? This course addresses such questions by analysing the classical texts in the history of Western philosophy that most directly address them. Topics include Cassirer’s theory of political myth as a form of regression into primitive forms of consciousness, which is then confronted with Sorel’s view of myth as a means for social progress and Blumenberg’s appraisal of the polytheism of myth.

GPHI 6618  Husserl’s Phenomenology
Fall 2011. Three credits.

James Dodd
Students are introduced to the fundamentals of Husserlian phenomenology through a close reading of Ideas I (1913), which was Husserl’s first sustained public presentation of his understanding of phenomenological philosophy. Topics include phenomenological method, the foundations of logic and mathematics, the concept of phenomenological constitution, and Husserl’s relation to Descartes and the history of philosophy generally.

GPHI 6516  Introductory Proseminar
Fall 2011. Not for credit.

James Dodd
This proseminar group for first-year students is not compulsory, but is will help new students make the transition to graduate study in philosophy. The proseminar is based on investigation of a series of philosophical conversations, beginning with Plato and Aristotle and ending in the 20th century. This exercise combined with close reading of selected texts offers an introduction to the basic themes that inform the study of philosophy at The New School for Social Research. Topical lectures by members of the faculty intersperse the seminar discussions. Time is also devoted to academic writing skills and issues of student life in the department.

GPHI 6531  Critical Theory Today: Habermas’ Theory of Communicative Action
Spring 2012. Three credits.

Nancy Fraser
Published in 1981, The Theory of Communicative Actions remains Jürgen Habermas’ most ambitious and systematic work. In this seminar, we undertake a close reading of this monumental two-volume treatise, which integrates distinctive approaches to philosophy of language, moral theory, and social theory in a comprehensive “critical theory of society.” The goal is to understand and evaluate this work.

GPHI 6548  Prospectus Seminar
Fall 2011, Spring 2012. Three credits.

Alice Cracy
This workshop takes students step by step through the process of constructing a plan of research for a PhD dissertation. The goal is for each participant to have a defensible dissertation prospectus by the end of the course. The Prospectus Seminar is a required course for all doctoral students nearing completion of their course requirements. Note: This course is not equivalent to and cannot be taken in lieu of the philosophy department’s PhD Seminar.
This course is an in-depth look at one such line of attack: the externalist challenge in contemporary philosophy of mind. We then trace that seem to support conceiving of it as self-contained, such as Cartesian dualism, mind-brain identity theory, and functionalism. We then trace that this implies that the qualitative character of mental experience can never find full outward expression. This concern rest upon a conception of the mind as a self-contained, private, inner space whose contents can be individuated independently of its relations to the outside world and others minds. This conception of the mind has become philosophical common sense, as evidenced by preoccupation with the ineffability of qualia. Over the past half-century, however, this notion has come under sustained attack from several directions. This course is an in-depth look at one such line of attack: the externalist challenge in contemporary philosophy of mind. We set the stage by surveying prominent philosophical views about the mind that seem to support conceiving of it as self-contained, such as Cartesian dualism, mind-brain identity theory, and functionalism. We then trace the emergence and development of the externalist challenge, focusing the arguments of Hilary Putnam, Tyler Burge, Donald Davidson, John McDowell, John Haugeland, and Andy Clark.
GPHI 6654  Reading Marx
Fall 2011. Three credits.
Nancy Fraser, Cinzia Arruzza

The present crisis of capitalism should firmly lay to rest the idea that Karl Marx’s critique of political economy is passé. Yet, how exactly are Marxian ideas relevant to contemporary developments? Which ideas (exploitation? alienation? primitive accumulation? commodity fetishism? class struggle? communism?) remain valid, and which need to be reconstructed? How might Marx’s thought be brought into fruitful relation with other strands of critical theorizing, such as feminism, postcolonialism, fociadinamism, anarchism, and ecological thought? In this seminar, we address these and related questions as we closely study Capital vol. 1, the Grundrisse notebook, and The Eighteenth Brumaire of Louis Bonaparte.

GPHI 6655  Philosophy and Psychoanalysis
Spring 2012. Three credits.
Martin Stone

This seminar introduces basic ideas of psychoanalytic theory, approaching them from the perspective of contemporary philosophical concerns, especially concerns in practical philosophy and the philosophy of mind. Topics include freedom, desire, emotions, practical reason, happiness, self-knowledge, irrationality, the first-person, parts of the soul, therapeutic change and irony. We work with Freud and also with several psychoanalytic (e.g., Lacan) and philosophical (e.g., Lear) readings of Freud.

GPHI 6656  Contemporary Political Philosophy
Fall 2011. Three credits.
Ross Poole

This course will consist of:(i) a critical encounter with the two dominant positions in mainstream political philosophy: liberalism and republicanism; and(ii) a discussion of the resources available in more radical traditions of political thought, anarchism and socialism. We will pursue these themes though a number of issues that are central in contemporary political life. These will include: (i) the relationship between religion and politics (‘secularism’); (ii) multiculturalism and citizenship; (iii) social inequality and politics; (iv) freedom and the reach of the state; (v) human rights and imperial projects.

GPHI 6657  The Politics of Memory
Spring 2012. Three credits.
Ross Poole

Theoretical: What is memory? Practical: What is the role of memory in social life? Why has the rhetoric of memory become inescapable in contemporary politics? We pursue these questions through the writings of Walter Benjamin, Maurice Halbwachs, Pierre Nora, Jan Assmann, and some more recent theorists. To some extent, the choice of case studies depends on student interests, but they are likely to include at least some of the following: Freud on Moses—Freud’s Moses and Monotheism, is extremely speculative and often dismissed as historical fiction, but recently it has attracted important commentary from Yosef Yerushalmi, Jan Assmann, Jacques Derrida, and Richard Bernstein. Their debate introduces some of the main problems in thinking about memory and is surprisingly relevant to contemporary politics. The Holocaust: Moral Universal, Nationalist Icon, or Moral Kitsch?—the impetus for current memory studies has come in part from thinking about the Holocaust. We discuss the relationship between individual (survivor) memory and public commemoration, the concept of trauma, and the tension between claims that the Holocaust functions as a “moral universal” and its special place in the self-understandings of communities in Israel, Germany, and the United States. Memory and Transitional Justice—societies in transition from authoritarian and repressive regimes to liberal and democratic ones always face a crucial problem, i.e., to what extent should new regimes pursue the crimes of their predecessors? One solution calls for “acts of oblivion,” amnesty and amnesia, so that the new regime can focus on the future. The alternative calls for trials and truth commissions, not merely to pass judgments, but to create appropriate memories for the future. Two or three examples are studied, probably South Africa and perhaps from Latin America and/or Eastern Europe.

GPHI 6658  Histories of the Future: Utopia, Dystopia, and Modernization in European Thought and Culture
Spring 2012. Three credits.
Benjamin Wurgaft

This course explores the strange career of the idea of the future in modern European (and sometimes American) thought, from the religious eschatology that underpins Western visions of the future through the Enlightenment and Romantic periods, finally focusing on the early 20th-century visions of the future associated with high modernism. We explore planned socialist utopias, the planned cities of architects with god complexes, and dystopian visions of a radiation-soaked planet after World War III. Utopian and dystopian ideas about the future made possible by later 20th century technological developments, especially the discourses surrounding computing and “cybernetics” and biotechnology are also discussed. The course culminates with contemporary hopes and fears surrounding the emergent of information transfer, artificial intelligence, and engineered life. Throughout, we attend to the careers of prominent futurists and the ways in which they tend to place the past in conversation with the future—or use the historical past as a resource from which to craft new visions of the future. Students interested in intellectual history, political theory, the history and philosophy of science and technology, and the history of modern architecture and design can benefit from the interdisciplinary approach to these three areas of study.
**GPHI 6659  Bipersonal Field of Psychoanalysis**  
Fall 2011. Three credits.  
*Tillman Habernas*

The field concept is traced from Kurt Lewin and the Barangers, who introduced it to psychoanalysis, to Langs and Ferro. The field metaphor is compared to competing conceptions such as transference and countertransference, projective identification, scenic understanding, and interaction. The seminar focuses on psychoanalytic theories of the treatment process.

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**GPHI 6660  The Politics of Affect**  
Spring 2012. Three credits.  
*Annika Thiem*

In light of increasing political polarization and the oft-bemoaned loss of rational argument (has politics ever been rational?), affect, emotion, and the passions become crucial dimensions for analyzing the contemporary political landscape. Taking up this thread, this course examines different ways of accounting for the role and place of affect(s) in the constitution of the body politic, which affects come to be understood as political. In what sense? How do different accounts seek to grasp the materiality and motility of political experience? Is there an affect of critique? What are the affects of political change? How do events, histories, facts, and myths sediment themselves in the affective landscape over time? Looking not only at the changes in political sensibilities, but also in the means by which our affects are shaped, this course pays particular attention to formulating a conceptual analysis of emerging media, their impact on the modes and tropes of communication, and their influence on shared sensibilities and practices of politics. To tackle this complex of questions, we bring early modern political theory, early 20th-century German critical theory, and current new media theory into a constellation with each other, examining thinkers such as Machiavelli, Hobbes, Spinoza, Freud, Cassirer, Gramsci, Sorel, Benjamin, Kracauer, Brecht, McLuhan, Massumi, Benkler, Castells, and Latour.

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**GPHI 6661  Aristotle and Aquinas on Prudence**  
Spring 2012. Three credits.  
*Jay Elliott*

According to Aristotle, prudence is "a state grasping the truth, involving reason, and concerned with action about human goods." Aristotle's development of the concept of prudence provides the foundation for all subsequent discussions of prudence in the Western philosophical tradition. In particular, Thomas Aquinas' subtle and powerful treatment of prudence is developed through his inheritance and critique of Aristotle's work. In this seminar, we see how Aristotle's and Aquinas' conceptions of prudence unifies and structures their treatments of human action, practical reason, and ethics. Topics of special interest for our seminar include the relation between action and thought, the possibility of rational evil-doing, and the social and political dimensions of prudence. The focus of our discussion is a close reading of selected texts from Aristotle's *Nicomachean Ethics* and the Second Part of Aquinas' *Summa Theologiae*.

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**GPHI 6662  Constituting Revolutionary Governments**  
Spring 2012. Three credits.  
*Drucilla Cornell*

This course examines what it might mean to constitute a revolutionary government. Problems to be addressed include: How to analyze the complexity of revolutionary possibility. How to sustain mobilizations and mass movements that seek a radical transformation of capitalism. How to organize a state with the ultimate aim of its withering away. Readings will include texts by Rousseau, Marx, Luxemburg, Lenin, Mao, Arendt, Badiou, and Balibar.

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**GPHI 6990  Independent Study**  
Fall 2011, Spring 2012. Three credits.  
*Students pursue advanced research on topics of their own design with the guidance of a faculty member. Permission is required.*

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**GPHI 6992  Curricular Practical Training**  
Fall 2011, Spring 2012. One-half credit.  
*James Dodd*

An opportunity to receive credit for professional training related to the degree. Training should take the form of teaching, research, or other work relevant to the student's program of study for at least five hours per week. It may take place at institutions of higher learning, with governmental agencies, or at other sites as appropriate. Students meet regularly with an advisor and submit a written report at the end of the training. *Grading is pass/fail.*

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**GPHI 6994  Inter-University Consortium**  
Fall 2011, Spring 2012. Three credits.  
*Ellen Freeberg*
DEPARTMENT OF POLITICS

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

Contact Information
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Nancy Shealy, Department Senior Secretary
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Faculty
Chair: Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science
Ayse Banu Bargu, Assistant Professor
Victoria Hattam, Professor
Andreas Kalyvas, Associate Professor
James Miller, Professor
Timothy Pachirat, Assistant Professor
David Plotke, Professor
Sanjay Ruparelia, Assistant Professor
Deva Woodly, Assistant Professor
Rafi Youatt, Assistant Professor
Aristide Zolberg, Walter A. Eberstadt Professor of Politics and University in Exile Professor Emeritus

Affiliated Faculty
Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory
Michael Cohen, Director, graduate program in International Affairs
Alexandra Delano, Assistant Professor, graduate program in International Affairs
Carlos Forment, Associate Professor of Sociology
Oz Frankel, Associate Professor of History
Ellen Freeberg, Assistant Dean of Curriculum and Academic Affairs
Ronald Kassimir, Associate Professor and Associate Provost for Curriculum and Research
Sanjay Reddy, Associate Professor of Economics

Visiting Faculty
Benoît Challand, Visiting Associate Professor
Mala Hun, Associate Professor

Part-Time Faculty
Drucilla Cornell, J.D., 1981, UCLA Law School
Ross Poole, BPhil, 1969, Oxford University

Programs of Study

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

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

Master of Arts in Politics

For the MA in politics, students must complete 30 credits of coursework, including the Master's Seminar (described below) and one course in research methods and must write an acceptable Master's Paper. Entering students work with an assigned faculty advisor, who, together with the department student advisor, introduces them to the curriculum and helps each to formulate a program suited to his or her academic and professional interests. All students are required to declare a concentration in one of three fields: political theory, American politics, or comparative politics. Students must earn at least 21 credits for courses listed or cross-listed as Politics, which include the MA Seminar.

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

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

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

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

The doctoral program is designed to provide maximum flexibility consistent with development of the highest level of competence within the 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:

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

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

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

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

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

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

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

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

Students who pass the written and oral examinations can go forward to write and defend a doctoral dissertation to a committee of the faculty. The policies of The New School for Social Research as described in the Academic Programs and Policies section of this catalog apply.
Most members of the faculty and many of our students pursue research that crosses the traditional fields of concentration already defined. Important topics such as immigration and citizenship, gender and politics in democratic regimes, and the nature and prospects of international justice, and courses that result from such research, cannot be placed adequately within these conventional fields. In response, the Department of Politics has organized 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.

For current course descriptions, visit the website.

Democracies in Theory and Practice

**GPOL 5046 Civil Society and Democratic Life: A Tocquevillian Perspective**

Fall 2011. Three credits.

Carlos Forment

The aim of this course is to introduce graduate students to the current debates regarding the changing relationship between civil society and democratic life in the post-colonial world of Latin America, India, Africa and the Middle East. In order to make sense of the different socio-historical trajectories, particular institutional configurations and divergent forms of civic democracy that emerged in this part of the world, we adopt a common framework based on the work of Alexis de Tocqueville. During our discussions, we strive to develop a Tocquevillian account of postcolonial democracy as well as a postcolonial reading of Tocqueville.

**GPOL 5147 Theories of State Formation**

Fall 2011. Three credits.

Andrew Arato, Nehal Bhuta

This course engages students in a careful reading of canonical texts in the theory of state formation. It then examines the classic arguments in light of scholarship since the 1970s. In the process, we seek to develop a sharper understanding of the causal claims and selection mechanisms advanced by the various explanations of the emergence and success of the state form. Special attention is paid to the role of law and legal forms in historical cases of state-building. Finally, we reflect on the relevance of this literature for contemporary debates about nation building, transitions to democracy, and processes of writing constitutions.

**GPOL 5455 Politics and Political Theory in the United States: Power, Participation, and Choice**

Fall 2011. Three credits.

David Plotke

This course focuses on the meaning and prospects of democracy. We assess theories of politics that emerged in the United States since World War II into the 21st century. We examine the contexts in which these theories were developed and consider their significance for American politics. We treat each theory both as a dependent variable (in relation to prior theories and the political and social context) and as an independent variable (producing its own meanings and political effects). We start with accounts that describe theories of politics as, for example, explanatory, positive, historical, and normative. Then we consider debates about the definition and main elements of democracy, a central referent for political theory in the U.S. We focus on four areas of theoretical development and controversy: how democracies are founded; the forms and operation of power; how political choices are made among alternatives; and how different forms of potentially democratic political action and expression (deliberation, participation, etc.) can be linked. In each area we consider empirical cases. Readings include y Hannah Arendt, Robert Dahl, Ira Katznelson, Steven Lukes, Jane Mansbridge, C. Wright Mills, Mancur Olson, Hanna Pitkin, Nancy Rosenblum, Judith Shklar, and Iris Young.

**GPOL 6213 Democracy and Boundaries: Conflicts about Membership, Borders, and Diversity**

Spring 2012. Three credits.

Capetown, South Africa

David Plotke

Democracy means self-governance. But who gets to participate in this process, and by what means? The basic democratic proposal, that we should collectively govern ourselves, raises hard questions about boundaries. Democratic commitments always seem to collide with boundaries, and yet the latter may be necessary for democratic practices. These issues take dramatic practical forms in arguments about voting and inclusion, immigration, civil conflict and separation, and political expression. They arise in and across countries and regions, from the United States to South Africa to India to Western Europe. We look at the general issues via specific questions and contexts. First, citizenship: What should be the criteria for citizenship and which citizens should participate in self-governance? We address these questions by looking at historic and contemporary forms of exclusion. Second, borders: We consider borders between states, divisions within states, and the politics of migration. Are there legitimate grounds for citizens in democracies to bound their own polities? Third, conflict in democratic politics: Presuming that democratic politics manage rather than dissolve conflict, what limits can be placed on modes of action and forms of expression by political actors? Why and when may limits be placed on political speech and expression, disruptive political action, civil disobedience, and political violence. Is it legitimate to impose limits in the name of managing deep conflict or expanding democratic practices? We examine these questions via theoretical texts and empirical studies of recent and ongoing experiences in different parts of the world, with special reference to African cases, including the violent protest against immigrants in South Africa in 2008.
Political Thought and Its History

GPOL 6003  Hannah Arendt, Politics, and Philosophy
Fall 2011. Three credits.

Jay Bernstein

Hannah Arendt has plausibly been characterized as one of the great outsiders of 20th-century political philosophy: strikingly original and disturbingly unorthodox. This course involves close readings of the central texts composing Arendt’s political philosophy: The Origins of Totalitarianism, The Human Condition, On Revolution, Eichmann in Jerusalem, and Lectures on Kant’s Political Philosophy, together with some of her most important essays. Without denying the originality and unorthodox character of her thought, we examine the different currents feeding into her mature writings, contending that Arendt might usefully be understood as our first political modernist, bringing the sensibility of high modernism to philosophy and thence to political thought.

GPOL 6091 American Pragmatism
Spring 2012. Three credits.

Richard Bernstein

This lecture focuses on the origins and development of the major themes of classical pragmatism including the nature of inquiry, community, warranted assertability, truth, signs, and democracy. Readings include texts by Pierce, James, Dewey, and Mead.

GPOL 6127 Modernity and Its Discontents
Fall 2011. Three credits.

James Miller

This seminar brings new students and faculty together to explore a variety of texts that epitomize some of the critical concerns of our age. Topics include freedom and the problem of progress; human rights; individualism; the end of slavery and the implications of European world domination; new views of human nature; the idea of the avant-garde; and the moral implications of modern war and totalitarianism. Among the authors we read are Rousseau, Kant, Goethe, James Madison, Robespierre, Condorcet, Hegel, Marx, Emerson, Nietzsche, Dostoyevsky, Joseph Conrad, Darwin, Freud, Ernst Junger, Georg Lukacs, Andre Malraux, Jean Amery, Walter Benjamin, Hannah Arendt, and Michel Foucault. Cross-listed as GLIB6101. This course is is a required introductory seminar for the MA in liberal Studies.

GPOL 6359 Reading Marx
Fall 2011. Three credits.

Nancy Fraser, Cinzia Arruzza

The present crisis of capitalism should firmly lay to rest the idea that Karl Marx’s critique of political economy is passé. Yet, how exactly are Marxian ideas relevant to contemporary developments? Which ideas (exploitation? alienation? primitive accumulation? commodity fetishism? class struggle? communism?) remain valid, and which need to be reconstructed? How might Marx’s thought be brought into fruitful relation which other strands of critical theorizing, such as feminism, postcolonialism, Foucauldianism, anarchism, and ecological thought? In this seminar, we address these and related questions as we closely study Capital vol. 1, the Grundrisse notebook, and The Eighteenth Brumaire of Louis Bonaparte. Cross-listed as GPHI6654.

GPOL 6424 Contemporary Political Philosophy
Fall 2011. Three credits.

Ross Poole

This course will consist of: 1) a critical encounter with the two dominant positions in mainstream political philosophy: liberalism and republicanism; and 2) a discussion of the resources available in two radical traditions of political thought: anarchism and socialism. We pursue these themes though a number of issues that are central in contemporary political life, including the relationship between religion and politics ("secularism"); multiculturalism and citizenship; social and political inequality; freedom and the reach of the state; and human rights and imperial projects. Cross-listed as GPHI6656.

GPOL 6431 Critical Theory Today: Habermas’ Theory of Communicative Action
Spring 2012. Three credits.

Nancy Fraser

Published in 1981, The Theory of Communicative Actions remains Juergen Habermas’ most ambitious and systematic work. In this seminar, we undertake a close reading of this monumental two-volume treatise, which integrates distinctive approaches to philosophy of language, moral theory, and social theory in a comprehensive "critical theory of society." The goal is to understand and evaluate this work. Cross-listed as GPHI6531.

GPOL 6458 Tyranny and Dictatorship in Western Political Thought
Fall 2011. Three credits.

Andreas Kalyvas

The seminar examines the conceptual and theoretical trajectory in Western political thought of the ancient Greek idea of tyranny and the Roman concept of dictatorship. These notions are treated as evolving borderline concepts through which we can interrogate the themes of emergency rule and state of exception, and, more generally, the relationship between power, politics, law, and violence. The overlapping figures of the tyrant and the dictator are encountered, and we explore the normative, descriptive, and analytical implications resulting from their fusion. Similarly, we investigate various attempts to differentiate these figures and the underlying political reasons for making a distinction. In addition, the seminar seeks to address the contested relationship between democracy and republicanism by looking at their divergent understandings of tyranny and dictatorship as construed discursively and historically by these two political traditions. Finally, we probe into how these two concepts inform theories of legitimacy, legality, obedience, and resistance. Readings include primary sources such as Thucydides, Plato, Xenophon, Aristotle, Polybius, Livy, Cicero, Dionysius of Halicarnassus, St. Augustine, John of Salisbury, Salutati, Bartolus, Machiavelli, Grotius, Hobbes, Pufendorf, Harrington, Filmer, Locke, Rousseau, Jefferson, Marx, Lenin, and Schmitt, and some relevant secondary scholarship.
Identities, Culture, and Politics

GPOL 6354 Islam and Social Theory
Spring 2012. Three credits.

Benoit Challand

For centuries, Islam has been an object of “orientalist” inquiry, one of the “significant Others” of Western social and political theory. Hegel, Marx, Weber, and others drew various lessons from Islam. Some contemporary discourse that focuses on the public sphere, secularism, and democracy continues to single out Islam as an outlier. The reverse side of the coin has been for Muslim intellectuals to invoke Islam as an alternative source of social theory. Recent decades have witnessed an increasing effort to “Islamize” knowledge and to show that Islam is a source of social justice and equality and even of democracy. This seminar surveys these two trends in social theory and introduce some key themes of political theory and the sociology of religion. The nexus of Islam and capitalism, Islam and democracy, and Islamic feminism, and the place of secularism in the Islamic world are prime examples of the contemporary debates raging around Islam and social theory and addressed in this course. Authors read include Max Weber, Bryan Turner, Maxime Rodinson, Olivier Roy, Asf Bayat, Roxanne Euben, and Islamic intellectuals S. Qutb, A. Shariati, R. Khomeyni, M. Baqir al-Sadr, and Y. Qaradawi.

GPOL 6451 Politics of Memory
Spring 2012. Three credits.

Ross Poole

Theoretical: What is memory? Practical: What is the role of memory in social life? Why has the rhetoric of memory become inescapable in contemporary politics? We pursue these questions through the writings of Walter Benjamin, Maurice Halbwachs, Pierre Nora, Jan Assmann, and some more recent theorists. To some extent, the choice of case studies depends on student interests, but they are likely to include at least some of the following: Freud on Moses—Freud’s Moses and Monotheism, is extremely speculative and often dismissed as historical fiction, but recently it has attracted important commentary from Yosef Yerushalmi, Jan Assmann, Jacques Derrida, and Richard Bernstein. Their debate introduces some of the main problems in thinking about memory and is surprisingly relevant to contemporary politics. The Holocaust: Moral Universal, Nationalist Icon, or Moral Kitch?—the impetus for current memory studies has come in part from thinking about the Holocaust. We discuss the relationship between individual (survivor) memory and public commemoration, the concept of trauma, and the tension between claims that the Holocaust functions as a “moral universal” and its special place in the self-understandings of communities in Israel, Germany, and the United States. Memory and Transitional Justice—societies in transition from authoritarian and repressive regimes to liberal and democratic ones always face a crucial problem, i.e. to what extent should new regimes pursue the crimes of their predecessors? One solution calls for “acts of oblivion,” amnesty and amnesia, so that the new regime can focus on the future. The alternative calls for trials and truth commissions, not merely to pass judgments, but to create appropriate memories for the future. Two or three examples are studied, probably South Africa and perhaps from Latin America and/or Eastern Europe. Cross-listed as GPHI 6657.

GPOL 6473 Immigration Politics: Sensing the Political
Spring 2012. Three credits.

Victoria Hattam

This seminar explores the dynamics of immigration politics in the United States through new research on the human senses, hence the course sub-title. Part one of the course maps demographic shifts in the U.S. over the past four decades and the political contestations such changes have engendered. Part two introduces new scholarly work on the senses: visual, olfactory, and auditory, all of which have become fields of innovative social research. Key works here include David Howes on the senses; Alain Corbin’s Odor and the French Social Imagination, Marita Sturken on memory and the Japanese Internment during World War II; Diana Harris on race and visibility; and Brandon Labelle’s Acoustic Territories. Part three of the course brings parts one and two together to see whether or not attending to a wider body of evidence would allow us to rethink immigration politics. Topics include borders and border walls, day laborers, the role of race in the debates, and the U.S. immigrants’ May Day rallies of recent years.

Institutions, Policy, and Governance

GPOL 6019 Theorizing International Relations
Fall 2011. Three credits.

Rafi Youatt

This class critically assesses a number of significant, mostly American, works in the discipline of international relations. We treat the texts not only as theoretical lenses through which to see and interpret international politics but also as themselves forms of historically situated practice. The course includes both the canonical IR texts, which have been central in creating international imaginaries in the United States and shaping this nation’s foreign policy debates, and critical texts that bring an explicitly emancipatory agenda to the study of international politics. Authors include Henry Morgenthau, Kenneth Waltz, Robert Keohane, Andrew Linklater, David Campbell, Roxanne Lynn Doty, Stephen Gill, and Michael Dillon.

GPOL 6430 Constituting a Revolutionary Government
Spring 2012. Three credits.

Drucilla Cornell

This course examines what it might mean to constitute a revolutionary government. Problems to be addressed include: How to analyze the complexity of revolutionary possibility. How to sustain mobilizations and mass movements that seek a radical transformation of capitalism. How to organize a state with the ultimate aim of its withering away. Readings will include texts by Rousseau, Marx, Luxemburg, Lenin, Mao, Arendt, Badiou, and Balibar. Cross-listed as GPHI 6662.
Democracy and hegemony

relations between executive power and democracy? For the President of the United States in making and carrying out American domination? In this context, what is the meaning of democracy as an aim countries today—as consensus leadership, benevolent hegemony, or imperial

Second, how should we describe relations between the U.S. and other

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International Politics

GPOL 5200 The United States and the World: Democracy and Hegemony

Spring 2012. Three credits.

David Plotke

How should we understand the distinctively powerful position of the United States in the contemporary world? How does this position shape the constraints and opportunities that face U.S. administrations in 2012 and beyond? Two decades after the end of the Cold War, debates continue about American power and commitments. Vigorous arguments have emerged about relations between the U.S. and international institutions, security issues, and international economic relations. Hard questions persist about the appropriate use of American military power (think Rwanda, Kosovo, Iraq). To analyze accurately the power of the United States in the contemporary world, we draw on research in several subfields: international relations, international political economy, American politics, and political theory. We focus on three issues: In international politics, how should we understand power as regards the capacities of states and other agents? Second, how should we describe relations between the U.S. and other countries today—as consensus leadership, benevolent hegemony, or imperial domination? In this context, what is the meaning of democracy as an aim and an instrument of U.S. foreign policy? Third, what is the appropriate role for the President of the United States in making and carrying out American foreign policy? How do war and perceived threats to national security affect relations between executive power and democracy?

GPOL 5200 The United States and the World: Democracy and Hegemony

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The political evolution of the United States from the late seventies to the present is analyzed with a critical eye. Is it the inevitable decline of a once-great nation that we observe, or is there another possibility?

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

Politics in Economic and Social Context

This course examines the roles of distance, deceit, and denial in structuring, reproducing, and contesting relations of domination and exploitation. Ethnographic, historical, sociological, psychological, and anthropological case studies are designed to stimulate imaginative theorizing and generate research projects about the operations of distance, deceit, and denial in three specific dimensions: language (euphemism, dysphemism, public and hidden transcripts, etc.), space (borders, walls, checkpoints, special economic zones, camps, policing and surveillance technologies, modes of experience-distant warfare, etc.), and social organization (division of labor, hierarchy, chains of command, etc.). Attention is also given to the efficacy and ambiguities of movements and technologies that tend to collapse distance.

Methodology

This course is a requirement for students who enter the joint PhD program in Politics and History as transfer students with a master's degree from another institution. This seminar is designed to orient students to historical inquiry and equip them to undertake the writing of an master's thesis on a historical topic. There are three specific learning outcomes: to develop fluency in several current models of historical practice; to develop the practical skills necessary for locating and interpreting primary historical sources; and to compose a proposal for an MA thesis. Exercises include “document collection” essay that requires students to discover, paraphrase, and contextualize historical documents gathered from New York City area libraries and archives and a thesis proposal, for which each student sketches out a topic and preliminary hypothesis and identifies research sources. (Note: students from other departments or programs who take this course may write a normal term paper in lieu of the master's thesis proposal.) Weekly readings from the instructor’s area of expertise (Latin American history) illustrate different approaches to historical practice today, but the course is not a survey of Latin American historiography. The students’ research will deal with topics off their own areas of research, which in most cases will not be Latin America. Cross-listed as GHIS6134.
What does it mean to study politics? The Politics MA Seminar engages this deceptively simple question in two ways. In the first part of the seminar, members of the department faculty visit to discuss what brought them to the study of politics, their definitions of “the political,” and their preferred methodologies for pursuing answers to political questions. The remaining portion of the seminar takes up the question of power, a concept at the heart of the study of politics. What is power? How might we conceptualize, theorize, and research it? How might the study of power itself constitute an exercise of power? At the end of the seminar, participants should be able to map, both substantively and methodologically, the terrain that makes up the contemporary discipline of politics and will be expected to articulate their own research interests in relation to this terrain.

GPOL 6301 Field Seminar in Political Theory
Required course for PhD students in the Political Theory track. This seminar, political theory, is structured as a multi-layered conversation among some of the influential voices in the history of Western political thought on a general topic that varies from time to time.

GPOL 6332 Field Seminar in American Politics
Spring 2012. Three credits.
David Plotke
Required course for PhD students in the American Politics track. The seminar, designed to prepare students for the qualifying field examination in American politics, has four main topics: political culture in the United States; how power is organized and distributed in this country; the structure of U.S. political institutions and the relations among them; and the character and extent of political participation by U.S. citizens. In each area, we focus on a central question and study the explanations of major political scientists (most, but not all of them, from the United States).

GPOL 6349 Field Seminar in Comparative Politics
Spring 2012. Three credits.
Timothy Pachirat
Required course for PhD students in the Comparative Politics track. This seminar, designed to prepare students for the qualifying field examination in comparative politics, focuses on a different topic and theoretical approach each week. We analyze important scholarly work on politics and government in selected developed and developing countries around the world.

GPOL 7300 PhD Seminar
Fall 2011 AND Spring 2012 (meets alternate weeks). Three credits.
Nancy Fraser
This seminar is devoted to presentation and critique of advanced research papers and dissertation proposals by students who are preparing to write a doctoral dissertation. The specific direction of the course is shaped by the work and interests of participants, supplemented by relevant work that the instructor may introduce. Normally, the Politics PhD Seminar is offered as a year-long course meeting every other week. 

DEPARTMENT OF PSYCHOLOGY

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

Contact information
212.229.5727
Admission liaison: PsychLiaison@newschool.edu
Administrative staff: Janiera Warren, Senior Secretary; Nichelle Horlacher, Senior Secretary; Elinor Bock, Kristin Tosi, Student Advisors; Dana Wohl, Student Advisor, CSD; and Trisha Toelstedt, Director of Clinical Student Affairs; Norman Ng, Center Coordinator, The New School-Beth Israel Center for Clinical Training and Research

Faculty
McWelling Todman, Department Chair, Associate Professor of Clinical Practice, Director of the Mental Health and Substance Abuse Counseling Program and Director of Undergraduate Studies in Psychology
Daniel Casasanto, Assistant Professor
Emanuele Castano, Associate Professor and Director of the Cognitive, Social, and Developmental Psychology Program
Doris F. Chang, Assistant Professor
Christopher Christian, Assistant Professor of Psychology and Director of the New School-Beth Israel Center for Clinical Training and Research
Wendy D’Andrea, Assistant Professor
Jeremy Ginges, Associate Professor of Psychology
Lawrence Hirschfeld, Professor of Anthropology and Psychology
(on leave fall 2011)
William Hirst, Professor
Marcel Kinsbourne, Professor
Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology
Joan Miller, Professor
Lisa Rubin, Assistant Professor and Assistant Director of Clinical Training
Jeremy Safran, Professor
Herbert Schlesinger, Professor Emeritus and Senior Lecturer
Michael Schober, Professor
David Shapiro, Professor Emeritus and Senior Lecturer
Howard Steele, Professor and Director of Graduate Studies
Miriam Steele, Professor and Director of Clinical Training
Jennifer Talley, Assistant Professor and Assistant Director of the Mental Health and Substance Abuse Counseling Program
Brian Wallace, Postdoctoral Fellow

Visiting Faculty
Tilmann Habermas, Theodor Heuss Visiting Professor
Nadine Teuber, Theodor Heuss Lecturer (fall 2011)

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

Clinical associates provide clinical training and supervision to graduate students at hospitals and medical centers.

Howard Hillel Becker, PsyD, Bronx VA Medical Center
Will Braun, PhD, New York Psychoanalytic Institute
Alba Cabral, PhD, Beth Israel Medical Center Multicultural Child and Family Externship
Rafael E. Cancio-Ganz, PhD, VA Caribbean Healthcare System
(St. Juan, Puerto Rico)
Edith Cooper, PhD, Columbia Psychoanalytic Institute
Karen Dahlman, PhD, Mount Sinai Adult Neuropsychology Program
Kathryn C. Dailey, PhD, Texas State University, San Marcos
(San Marcos, Texas)
Benjamin Donner, PhD, New York University Counseling Center
Hulya Erhan, PhD, Beth Israel Medical Center Neuropsychology Externship
Cheryl Feigenson, PhD, SUNY Purchase College Counseling Center
Jerry Finkelstein, PhD, New School Counseling Center
Thomas Hildebrandt, PsyD, Mount Sinai Eating and Weight Disorders Program
Alan Hilfer, PhD, Maimonides Medical Center, Brooklyn
Jana Horowitz, PsyD, Montefiore Child and Adolescent Externship
Meredith Hostetter, PhD, New York Harbor VA Medical Center
Danielle A. Kaplan, PhD, NYU/Bellevue Hospital Center
Kathryn Kavanaugh, PhD, Bellevue Hospital Center Forensic Program
Ali Khadivi, PhD, Bronx-Lebanon Hospital Center
Norma Kirwan, PhD, Stamford Hospital
Greg Kuhlman, PhD, Brooklyn College Counseling Services
Lisa Litt, PhD, St. Luke's-Roosevelt Hospital Women's Health Project
Paul Manheim, PhD, South Beach Psychiatric Center Bensonhurst Service
Jane Martin, PhD, Mount Sinai Adult Neuropsychology Program
Philip Morse, PhD, South Beach Psychiatric Center Fort Hamilton Service
Guisssoh Nahavian, PhD, South Beach Psychiatric Center Mapleton Service
Jeffrey Ng, PsyD, Fordham University Counseling Center
Elizabeth Ochoa, PhD, Beth Israel Medical Center
Jean Okie, PhD, South Beach Psychiatric Center Heights Hill Service
Spyros Orfanos, PhD, ABPP, NYU Postdoctoral Program in Psychotherapy and Psychoanalysis
Christie Pfaff, PhD, Manhattan VA Medical Center
Bella Proskurov, PhD, South Beach Psychiatric Center Mapleton Service
Diana Punales, PhD, Columbia Presbyterian Hospital Adult Psychiatry
James Rebeita, PhD, Weill, Cornell Child/Adol/Assessment
Paula Reid, PsyD, Mount Sinai Rehabilitation Program
David Schmerler, PhD, King's County Hospital Center
Willann Stone, PhD, North Central Bronx Hospital
Susan Sussmann, PhD, Columbia University Medical Center
Susan Tross, PhD, St. Luke's-Roosevelt Hospital
Andrew Twardon, PhD, Saint Luke's-Roosevelt Hospital Center for Intensive Treatment of Personality Disorders
Wooster Welton, PhD, Lenox Hill Hospital
Allan M. Yasser, PhD, Wright Institute (Los Angeles, California)
Miriam Ziegellaub, PhD, JBFCFS-Child Development Center

Programs of Study

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

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

Master of Arts in Psychology

The MA degree is awarded for completion of 30 credits, including three courses in general psychology; at least three courses in personality, social, developmental, and abnormal psychology; and Introduction to Statistics and Research Design. All students are required to take the noncredit Proseminar (GPSY6100) in the first semester or as soon as possible after entry into the program. Advanced and seminar courses (GPSY7000 and above) may not be taken until 18 credits of introductory courses have been successfully completed. Students who expect to advance to a PhD program also must take a research methods course and Introduction to Statistics and Research Design.

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

MA Concentration in Mental Health and Substance Abuse Counseling

Completing the psychology master of arts degree in this specialized concentration offers early exposure to clinical material and fulfills the academic eligibility requirements to sit for the New York State Alcohol and Substance Abuse Counseling Certificate (CASAC) examination. The curriculum is designed to meet current and anticipated professional needs in the field of substance abuse, particularly in the areas of diagnostic assessment, and program evaluation. 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 three core substance abuse-related courses, Psychopathology III, Introduction to Substance Abuse Counseling, and Advanced Issues in Substance Abuse Counseling. Other general requirements to earn the MA degree in psychology apply, including the noncredit Proseminar course.
The New York State Office of Substance Abuse Services (OASAS) has created a new certification category, CASAC trainee for individuals who have completed a specific portion of the overall CASAC requirements and intend to continue on to full certification. The trainee certificate remains effective for a period of five years from the date it is issued. All CASAC trainees are qualified health professionals with respect to the mandated staffing mix of OASAS-licensed substance dependence programs and are thus immediately employable. One way to become a CASAC trainee is to complete the required and optional CASAC-relevant courses offered through the New School concentration. Supervised clinical placements at the New School-Beth Israel Center for Clinical Training and Research are available to qualified students in the Mental Health and Substance Abuse concentration. Although participation in such a placement is not required, clinical experience at the New School-Beth Israel Center or a comparable setting is strongly recommended. For more information, consult the "Mental Health and Substance Abuse Counseling Student Handbook," available in the psychology office.

PhD Programs in Psychology

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

Applying to a PhD program

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

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

PhD Qualifying Examination

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

Applicants for the Clinical Psychology track must meet some other requirements, which are described below under the heading PhD Program in Clinical Psychology. Detailed requirements for admission to both PhD programs are also published in the "Psychology Student Handbook."

Preliminary Dissertation Proposal and Defense: Students who pass the qualifying examination write a short preliminary proposal for doctoral dissertation research, no longer than 4–5 double-spaced pages, consisting of a summary review of the literature and an simple outline of the study rationale, methodology, hypotheses, and planned analyses. The applicant submits the preliminary proposal to the dissertation committee chair and another 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 students’ 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 review the Preliminary Dissertation Proposal or take part in the PPD). Once the two committee members are satisfied with the PPD, they will give the student permission to begin preparing the formal Dissertation Proposal. (Note: Preliminary Proposal Defense replaces the former Major PhD Qualifying Exam or “Comps II,” which was required prior to 2007–2008.)

Doctoral Dissertation Proposal and Defense

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

The Doctoral Dissertation

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

Cognitive, Social, and Developmental Psychology

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

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

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

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

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

Clinical Psychology

The PhD program in Clinical Psychology is accredited by the American Psychological Association Committee on Accreditation (last renewed in March 2006). For more information, contact APA Office of Program Consultation and Accreditation, 750 1st Street NE, Washington, D.C. 20002-4242; telephone 202.336.5979.

The training philosophy of the clinical psychology program is consistent with the scientist-practitioner model, which is aligned with the values of The New School for Social Research in emphasizing the integration of scholarship and practical values and activities. The curriculum also emphasizes the roles of culture and context (social and historical) in mediating healthy psychological development, psychopathology, and psychotherapeutic change. Doctrinaire approaches are discouraged and critical inquiry and debate are encouraged. Students are expected to seek training in a range of orientations through externship placements and to explore and integrate both interventions and theories from different perspectives, such as technical eclecticism, theoretical integration, common factors approaches, assimilative integration. To summarize, the New School program is about 1) integrating theory, research, and practice in a meaningful way by building a solid grounding in scientific psychology and applying this knowledge to research and practice in clinical psychology; 2) developing attitudes of life-long learning and critical thinking in order to grow and develop as professionals in the field; 3) developing the requisite skills for entry into professional practice; and 4) appreciation and respect for the values of diversity and pluralism, cultural, theoretical, and methodological. Some recent faculty research topics include mental health in ethnic minority communities, autism and attention deficit disorder, laterality, the neurological basis of consciousness, women's health and gender issues, internal processes of the therapist, attachment processes and therapeutic change, personality change, psychotherapy integration, effects of trauma and loss on children and adults, children's understanding of mixed emotions, psychopathology and boredom, psychotherapy and Buddhism, developmental differences in cognitive styles, and substance abuse and ego depletion. For more information, including a summary of recent faculty research, visit the website at www.newschool.edu/nssr/psychology and select PhD in Clinical Psychology.

Acceptance to the PhD program in Clinical Psychology

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

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

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

Successful completion of the MA in Psychology does not guarantee admission to the PhD program; however, strong MA students have a very good chance of progressing to the PhD program. The clinical program admits approximately 15 students per year. Clinical admissions procedures are detailed on page 24 of the Psychology Handbook.

(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; a course on professional issues; and two yearlong externship seminars. Students also must progress through a series of clinical training placements at The New School-Beth Israel Center for Clinical Training and Research and other affiliated sites. Clinical training culminates in a paid, full-time, APA accredited internship, procured through a national matching process.

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

Years 1–4 of the Clinical PhD Program

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<tr>
<th>Year</th>
<th>Coursework and research</th>
<th>Practicum at the Beth Israel Center for Clinical Training and Research</th>
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<tr>
<td>1</td>
<td>Core clinical coursework and research</td>
<td>First externship</td>
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<tr>
<td>2</td>
<td>Coursework and research</td>
<td>Second externship</td>
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<tr>
<td>3</td>
<td>Coursework and research</td>
<td>APA accredited Internship</td>
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<tr>
<td>4</td>
<td>Dissertation</td>
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</tbody>
</table>
Students who are intent upon completing the degree within four years generally are able to do so, but it is not unusual for a student to take longer in order to gain additional clinical experience. The average time to complete has decreased from 7.75 years in 2003 to less than 6 years in 2011.

Time to Completion Statistics 2002–2010

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;5 years</td>
<td>3 (17.65%)</td>
<td>1 (11.11%)</td>
<td>4 (44.4%)</td>
<td>4 (25%)</td>
<td>1 (7.69%)</td>
<td>1 (10%)</td>
<td>2 (15.38)</td>
</tr>
<tr>
<td>5 years-5.5</td>
<td>8 (47.06%)</td>
<td>2 (22.22%)</td>
<td>1 (11.1%)</td>
<td>8 (50%)</td>
<td>5 (38.4%)</td>
<td>3 (30%)</td>
<td>4 (30.77)</td>
</tr>
<tr>
<td>6 years-6.5</td>
<td>2 (11.76%)</td>
<td>4 (44.4%)</td>
<td>1 (11.1%)</td>
<td>2 (12.5%)</td>
<td>1 (7.69%)</td>
<td>3 (30%)</td>
<td>3 (23.08)</td>
</tr>
<tr>
<td>7+ years</td>
<td>4 (23.53%)</td>
<td>2 (22.22%)</td>
<td>3 (33.3%)</td>
<td>2 (12.5%)</td>
<td>6 (46.15%)</td>
<td>3 (30%)</td>
<td>4 (30.77)</td>
</tr>
<tr>
<td>Average</td>
<td>6.47</td>
<td>6.28</td>
<td>5.7</td>
<td>5.8</td>
<td>7.19</td>
<td>6.25</td>
<td>5.96</td>
</tr>
<tr>
<td>Median</td>
<td>5.5</td>
<td>6</td>
<td>5</td>
<td>5.5</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Percentage of students who failed to complete the program once matriculated from fall 2005–fall 2011 is 6 out of 93 students (15%).

Internships: Students are expected to secure APA-accredited internships. (Application for a non-accredited internship requires special permission from the director of clinical training.) The application process is time consuming, and students must take care to allow sufficient time, including the planning and preparation of their applications. During the internship matching process, students receive ongoing advisement from the director of clinical training, the assistant director of clinical training, and the director of clinical student affairs.

Statistics on Student Internships

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td># of Students Who Applied for Internship for :</td>
<td>11-12</td>
<td>10-11</td>
<td>09-10</td>
<td>08-09</td>
<td>07-08</td>
<td>06-07</td>
<td>05-06</td>
</tr>
<tr>
<td># Who Received Funded Internships for:</td>
<td>12</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>20</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>10(83%)</td>
<td>13(93%)</td>
<td>10(71%)</td>
<td>8(72%)</td>
<td>20(100%)</td>
<td>12(92%)</td>
<td>8(100%)</td>
<td></td>
</tr>
<tr>
<td># Who Received Unfunded Internships for:</td>
<td>1(8%)</td>
<td>0(0%)</td>
<td>1(7%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td># Who received APA-Accredited Internships for:</td>
<td>9(75%)</td>
<td>13(93%)</td>
<td>10(71%)</td>
<td>6(55%)</td>
<td>20(100%)</td>
<td>11(84%)</td>
<td>4(50%)</td>
</tr>
<tr>
<td># Who received APPIC-Member Internships for:</td>
<td>10(83%)</td>
<td>13(93%)</td>
<td>10(71%)</td>
<td>7(64%)</td>
<td>20(100%)</td>
<td>11(84%)</td>
<td>4(50%)</td>
</tr>
<tr>
<td># Who obtained two year half-time internships for:</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>1(7%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>% Based on Total Number of Applicants per Academic Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Completion and Licensure: Between 1997–2005, 145 graduates completed the PhD program in clinical psychology. 100% of these graduates achieved licensure. The percentage of matriculated students 2005–2011 who failed to complete the program was approximately 15 percent (6 out of 93 students).

PSYCHOLOGY COURSES

For current course descriptions, visit the website.

GPSY 6100 Proseminar
Fall 2011. Not for credit.
McWelling Todman
Required for all master’s degree students. This course exposes students to the full range of current research of the psychology faculty and includes discussion of professional and career issues. Each week a different faculty member presents his or her recent research. Regular attendance is required. Completion of this course is a prerequisite for applying to the PhD programs.

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

GPSY 5102 Visual Perception and Cognition
Spring 2012. Three credits.
Arien Mack
This course provides an introduction to the area of visual perception and makes clear why perception is an important problem for psychologists and how top-down, cognitive-like processes, are essential to our perceptual experience. Among the questions to be considered are: The nature of our perception of form and of motion. What accounts for our ability to see the third dimension. What aspects of perception are innate. What role attentional processes play in perceiving. No prior knowledge of the field is assumed.

GPSY 5104 History and Systems of Psychology
Spring 2012. Three credits.
Arthur Blumenthal
Great moments in modern psychological research and discovery stand upon a mountain of historical roots. This course describes and interprets those roots and their cultural contexts. It traces the development of differing systems of thought and the clashes between those systems. It reviews the tangled rise of modern psychology and gives samples of the detective work that expose some of this field’s origin myths. The course is in three parts: the classical roots, the 19th-century boom, and the 20th-century bust.

GPSY 5110 Introduction to Cognitive Psychology
Spring 2012. Three credits.
William Hirst
This course surveys the progress made in understanding the human mind from the perspective of cognitive science. The areas of memory, attention, and thinking are examined.
Developmental, Personality, Abnormal, and Social Psychology

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

GPSY 6101 Introduction to Cognitive Neuroscience
Fall 2011. Three credits.
Marcel Kinsbourne
Students are introduced to the structure and function of physiological substrates of behavior. The role of physiological systems in the regulation of behavior is examined with emphasis on contemporary findings and theoretical issues with particular attention to neurophysiology, neuropharmacology, neuroanatomy, sensory and motor systems, and motivated behaviors. Basic anatomy and physiology are reviewed within the context of the control of behavior.

GPSY 6120 Social Psychology [S]
Fall 2011. Three credits.
Emanuele Castano
This course provides students with a broad overview of social psychological research. Central to the course is the idea that human beings are not isolated entities who process information like computers, but social animals engaged in a complicated network of social relations, both real and imagined. Constrained by our cognitive capacities and guided by many different motives and fundamental needs, we attempt to make sense of the social world in which we live and of ourselves in relation to it. We see how this influences perceptions of the self, perceptions of other individuals and groups, beliefs and attitudes, group processes, and intergroup relations. Readings emphasize how various theories of human behavior are translated into focused research questions and rigorously tested via laboratory experiments and field studies.

GPSY 6155 Adult Psychopathology [A]
Fall 2011. Three credits.
McWelling Todman
This course is a comprehensive introduction to the history, theories and research associated with some of the more important types of adult psychopathology.

GPSY 6155 Developmental Psychology [D]
Fall 2011. Three credits.
Joan Miller
This course surveys major theories and research findings in developmental psychology. Among the topics addressed are cognitive development, attachment, peer relationships, parenting, language acquisition, social cognition, intelligence, personality, and adult development and aging. Consideration is given to cultural as well as to biological influences on development as well as to issues in lifespan developmental psychology.

GPSY 6156 Psychopathology III: Biosocial and Cognitive Theories of Addiction [A, S]
Fall 2011. Three credits.
McWelling Todman
This course is an introductory survey of the psychological, biological, and sociological models of substance abuse and dependence. It is a required course for those individuals who wish to obtain an MA with a concentration in mental health and substance abuse counseling. This course provides 75 clock hours of NYSSASAS-approved CASAC training.

GPSY 6255 Assessment of Individual Differences [P]
Spring 2012. Three credits.
Doris F. Chang
This course is designed to provide a basic introduction to the field of psychological assessment. The term psychological assessment is used here in a broad sense to include the measurement of human skills or abilities, aptitudes, values, and aspects of psychological functioning such as intelligence, personality and psychopathology. We will examine reliability, validity, test construction, alternatives to self-report, cultural issues, test bias, and clinical assessment. By the end of the course, students will have the tools to critically evaluate and apply assessment instruments in specific research contexts. Students will complete a semester-long individual project involving the administration, statistical analysis (using SPSS), conceptual and psychometric evaluation of a psychological test. Prerequisite: GPSY 6133.

Research Methodology

GPSY 6133 Introduction to Statistics and Research Design
Fall 2011. Three credits.
Brian Wallace
This course provides an introduction to research design and statistics from a psychological perspective. Focus will be on practical issues at all phases of psychological research: from study design to data collection and analysis to the APA-format presentation of results. Analyses will be performed using popular statistics software. Specific inferential statistical procedures include t-tests, ANOVA, and chi-square, correlation, and simple linear regression. Students taking this class will improve their skills in both the production and consumption of scientific knowledge.

GPSY 6134 Advanced Statistics
Spring 2012. Four credits.
Brian Wallace
This course provides a survey of common advanced statistical procedures from a psychological perspective. The course's goal is to prepare students for producing publication-quality APA-style manuscripts. Accordingly, the course will involve the frequent analysis of data sets using popular statistics software, and the effective written communication of findings. Specific inferential statistical procedures include factorial and repeated ANOVA, ANCOVA, MANOVA, factor analysis, multiple regression, logistic regression, and discriminant function analysis. Prerequisite: Knowledge of introductory statistics.
### GPsy 6238 Research Methods

Joan Miller Fall 2011, Howard Steele Spring 2012

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

### GPsy 6258 Data Analysis
Fall 2011. Three credits.

Emanuele Castano

A critical component in the training of graduate students in psychology is research methods and statistics. The psychology department of NSSR has long offered courses in both these areas, and the present course aims at providing a bridge course, which focuses on the relationship between the design of an empirical study (correlational, quasi-experimental, experimental, etc.), and the data analytical techniques that can be used to extract valuable information from the data so collected. In the course we start from students’ research questions and possible datasets, and we discuss the appropriate course of action in terms of data preparation (e.g., checking for distributions and data-transformation, identifying univariate and multivariate outliers) and the specific statistical techniques to be used. In case data from students is available, we will use them to conduct the analyses, so that students have the added benefit of having an in-depth analysis of their research data. If not, we will use data sets that mirror what students may collect in their own research. Analyses will be done with the aid of SAS, which is a powerful and flexible statistical package. Therefore the first few seminars will be devoted to learn its jargon.

### Intermediate Courses and Seminars

Any course listed in this section will satisfy the seminar requirement for the master’s degree.

### GPsy 6212 Biological Aspects of Child Psychopathology
Spring 2012. Three credits.

Marcel Kinsbourne

This course considers neurological concomitants of various psychopathologies in children that may constitute risk factors for the disordered mental processes that are involved. Such factors are genetic (as shown in twin studies), morphological (involving brain structure and function), electrophysiological, chemical, and cognitive. The discussion includes autism, pervasive developmental disorder, childhood schizophrenia, attention deficit disorder, childhood onset unipolar and bipolar disorder, Tourette’s syndrome and obsessive-compulsive disorder, and specific learning disabilities.

### GPsy 6273 Diagnostic Neuropsychological Testing
Spring 2012. Two credits.

James Root

This course will be an introduction to the clinical application of neuropsychology and neuropsychological assessment. The first half of the course will focus on domains of neurocognitive function, syndromes associated with dysfunction in each domain, and neuropsychological measures utilized in assessing domain-specific performance. The second half of the course will focus on issues in administration and interpretation of neuropsychological measures, and evaluation of normative data in regard to the neuropsychologist’s role as both scientist and practitioner. Cultural and social variables are also discussed in regard to their impact on both assessment and interpretation of cognitive measures and in choice of appropriate normative comparisons. Measure selection and interpretation will be tailored to typical CNS and psychiatric disorders that the clinician may be expected to encounter in medical and psychiatric settings, including primary dementia, traumatic brain injury, learning disabilities, attention deficit disorder, depression, and schizophrenia. Prerequisite: GPsy 6271; 6727 or by agreement of instructor.

### GPsy 6280 Developmental Psychopathology
Spring 2012. Three credits.

Miriam Steele

This course reviews the emergence of the field of developmental psychopathology. Issues to be covered include the etiology of childhood disorders such as autism, conduct disorder, childhood depression, and attachment disorders. In each case, developmental outcome and programs of intervention are explored. Special emphasis is given to the developmental trajectories following from childhood maltreatment.

### GPsy 6314 Political Psychology
Spring 2012. Three credits.

Jeremy Ginges

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

### GPsy 6329 Child, Adolescent, and Family Therapy
Fall 2011. Three credits.

Miriam Steele

This course focuses on the theoretical and clinical interventions in child, adolescent, and family therapy. The section covering intervention work with children also encompasses parent-infant psychotherapy, individual child psychotherapy, and intervention work with adolescents. Theoretical perspectives focus on psychodynamically oriented treatment but special attention is also paid to evidence-based treatments. Family therapy is covered with special reference to systemic approaches. We focus both on theoretical background and case material.
**GPSY 6396 Evidence-Based Treatment**
Spring 2012. Three credits.

Wendy D’Andrea

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

**GPSY 6901 Departmental Seminar**
Fall 2011, Spring 2012. One credit.

McWelling Todman

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

**Substance Abuse**

**GPSY 6109 Introduction to Substance Abuse Counseling**
Fall 2011. Three credits.

Jenifer Talley

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

**GPSY 6112 Advanced Issues in Substance Abuse Counseling**
Spring 2012. Three credits.

Jenifer Talley

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

**GPSY 6156 Psychopathology III: Biosocial and Cognitive Theories of Addiction [A, S]**
Fall 2011. Three credits.

McWelling Todman

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

**Clinical PhD Required Courses**

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

**GPSY 6271 Diagnostic Testing I**
Fall 2011. Four credits.

Ali Khadivi, Andrew Evdokas

This is the first in a sequence of two courses intended to introduce techniques and instruments commonly employed in clinical assessment. The course covers intelligence and personality testing in adults and late adolescents. There is an emphasis on practical experience with a broad range of patient and non-patient populations. Instruments studied include the Wechsler Adult Intelligence Scale, third edition (WAIS-III); Minnesota Multiphasic Personality Inventory, second edition (MMPI-2); Personality Assessment Inventory (PAI); Thematic Apperception Test (TAT); Early Memories Test; Projective Drawings; and Bender Gestalt Test. Students practice test administration and interpretation with non-patient volunteer subjects. Prerequisites: GPSY 5152, GPSY 5153, and GPSY 6255; and successful admissions screening by the Clinical faculty; and passing part I of the PhD qualifying examination. Course to be taken concurrently with GPSY 6275.

**GPSY 6272 Diagnostic Testing II**
Spring 2012. Four credits.

Ali Khadivi, Andrew Evdokas

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

**GPSY 6275 Clinical Theory and Techniques I**
Fall 2011. Three credits.

Christopher Christian

In the second term of the assessment sequence, students learn to administer, score and interpret the Rorschach Inkblot Test. After the Rorschach has been introduced, our emphasis shifts to the integration of data from the entire test battery into a thorough diagnostic assessment. Students practice test administration and interpretation with inpatient and outpatient subjects referred by clinical agencies affiliated with our program. By year's end, students should be able to administer and interpret a full test battery and to express diagnostic conclusions in a clear, useful written report.
**GPSY 6277 Clinical Theory and Techniques II**

Fall 2011. Three credits.

**Jeremy Safran**

This course provides an introduction to clinical theory and technique with a psychodynamic perspective. Throughout the course an emphasis will be placed on the integration of theory, research and practice. Ongoing consideration will be given to the question of how the relevant research can inform clinical practice and how clinical practice can inform research. In addition, the implication of cultural and individual differences for clinical practice will be considered throughout the course. A final objective is to introduce students to the topics of consultation and supervision. Topics include: beginning treatment, case formulation, the therapeutic frame, defenses and resistance, transference and countertransference, enactments, intersubjectivity, one versus two-person psychologies, mutuality and asymmetry in the therapeutic relationship, therapist self-disclosure, therapeutic impasses, cultural diversity, termination, and psychotherapy supervision. A continuation of GPSY 6275, to be taken concurrently with GPSY 6272. Prerequisite: successful completion of GPSY 6275.

**GPSY 6350 Clinical Psychology Externship Seminar I**

Fall 2011, Spring 2012. One credit per semester.

**Herbert Schlesinger, David Shapiro** Fall 2011, Herbert Schlesinger, David Shapiro Spring 2012

**GPSY 6351 Clinical Psychology Externship Seminar II**

One or two credits per semester.

**Miriam Steele** Fall 2011, Ali Khadivi Spring 2012

Two years of supervised field experience in a mental health agency approved by the Clinical faculty is required for the PhD in Clinical Psychology. The field experience consists of a two-day-per-week placement in an agency, with in-house supervision. Weekly class meetings link practical issues and problems to theoretical discussion and the research literature, including issues of gender, sexual orientation, and ethnicity. Prerequisites: GPSY 6271 and GPSY 6272, and passing part I of the PhD qualifying examination. These courses cannot be counted toward fulfillment of PhD seminar requirements.

**GPSY 6352 Professional Issues and Ethics**

Spring 2012. One credit.

**Christopher Christian**

This seminar focuses on current issues related to training, evaluation, and accreditation. Social controls over professional practice are examined, along with the role and structure of national, regional, and local psychological associations. APA ethics guidelines and legal guidelines for professional conduct are discussed. Issues surrounding codes of conduct and accountability inside and outside institutions; scope of practice; special populations; issues of ethnicity, social class, and social orientation in professional practice; and professional relations in multidisciplinary settings are also explored. Prerequisites: GPSY 6350 and GPSY 6351; or enrollment in the CMHSAC and successful completion of GPSY 6109 and GPSY 6112. This course cannot be counted toward fulfillment of the PhD seminar requirements. This course provides 75 clock hours of New York SOASAS approved CASAC training.

**General Elective Courses**

**GPSY 5156 The Body and Cognition**

Spring 2012. Three credits.

**Daniel Casasanto**

How is thinking related to perception and bodily action? In this course we will explore theories of ‘embodied cognition’ that have emerged in the 21st century and will consider the challenges they face. If concepts are built upon perception and action, how can people conceptualize abstract things that they can never see or touch? Where earlier body-based theories of concepts have fallen short, how can contemporary embodiment theories contribute to a coherent account of language, perception, and cognition?

**GPSY 6205 Developmental Neuropsychology**

Spring 2012. Three credits.

**Marcel Kinsbourne**

This course considers the effect on cognition and affect of anomalies in brain organization and maturation that present themselves during child development. Topics considered include plasticity, lateralization and the phylogenetic underpinnings of ontogeny. Neuropsychological tests for brain development are introduced. Prerequisite: GPSY 5152.

**GPSY 6324 Object Relations Theory**

Spring 2012. Three credits.

**Jeremy Safran**

Object relations theory explores various ways in which the development of the self emerges out of the internalization of relationships with significant others. Although the origins of object relations theory can be traced to the writing of Freud and such colleagues as Sandor Ferenczi and Karl Abraham, the true pioneers of object relations theory were British psychoanalysts such as Melanie Klein, Ronald Fairbairn and Donald Winnicott. While few American psychoanalysts were influenced by these theorists until the 1970’s, since that time some of the most creative developments in American psychoanalysis have emerged out of a critical engagement with their thinking. In this course we will compare and contrast the approaches of object relations theorists such as Klein, Fairbairn, Bion, Winnicott, and Balint. We will also explore the work of important contemporary Kleinians such as Betty Joseph, John Steiner and Ronald Britton, and British Independent analysts such as Christopher Bollas and Michael Parsons. In addition we will examine the relationship between object relations theory and attachment theory.

**GPSY 6333 Bipersonal Field Psychoanalysis**

Fall 2011. Three credits.

**Tilmann Habermas**

The field concept is traced from Kurt Lewin and the Barangers, who introduced it into psychoanalysis, to Langs and Ferro. The field metaphor is compared to competing conceptions such as transference and countertransference, projective identification, scenic understanding, and interaction. The seminar focuses on psychoanalytic theories of the treatment process.
GPSY 6334 Gender, Culture, and Health
Fall 2011. Three credits.
Lisa Rubin
In this course, we examine psychological and socio-cultural aspects of health, illness, and healthcare through the lens of gender and its intersecting social identities, including ethnicity, sexuality, class, age, and disability. Beginning with the understanding that health and illness are not only physiological, but also simultaneously psychological and social experiences, we examine how gendered meanings and intersecting social positions form and transform the body, influencing health and illness. We consider major illnesses, including unique and shared diseases affecting women and men, while addressing central topics in health psychology including stress and coping; health practices and health risk; and healthcare delivery. We examine gendered assumptions that often guide biomedical and psychological approaches to health and illness, and explore alternative approaches to theory, research, and practice that account for and address difference and inequity.

GPSY 6335 Morality and Intergroup Conflict
Fall 2011. Three credits.
Jeremy Ginges
This course will examine the way morality shapes the trajectory of intergroup conflict. Many aspects of intergroup conflict—like war or genocide—can be seen as signs of moral failure. However, it may also be true that much intergroup conflict is driven by moral reasoning. This course will focus on insights from social psychology and other disciplines into moral judgment and discuss implications for understanding intergroup conflict.

GPSY 6336 Social Aspects of Memory and the Formation of Collective Memories
Fall 2011. Three credits.
William Hirst
Whether a group is small or large, a group will share memories of its past. These collective memories can provide an identity for the group. They have been responsible for providing a group its sense of place, as well as exacerbating ethnic and national tension. This course is concerned with the way these collective memories are formed, maintained and remembered. Interdisciplinary in its content, it will focus on the way memories are transmitted across a group, how distinctive renderings of a group can converge on a shared recollection, and how collectively held memories remain stable, often over centuries. The course will read relevant literature in anthropology, history, politics, sociology, and psychology, though its main focus will be on understanding the contribution psychology can make to the study of collective memory.

GPSY 6338 Psychological Trauma: Theory, Research, and Clinical Practice
Fall 2011. Three credits.
Wendy D’Andrea
“The body keeps score.” This quote by Bessel van der Kolk captures two key aspects of the experience of psychological trauma: the physical manifestations of stress and a need for justice. Psychological trauma—including accidents and interpersonal violence—is extremely common and has the capacity to affect people at all levels of functioning: cognitive, emotional, interpersonal and biological. Using current research as a guide, this course will examine both the psychological and physiological impacts of traumatic stress, focusing on interpersonal violence as the stressor. We will also review research on therapy for trauma with an eye to therapy’s shortcomings and novel approaches. This course will also examine political aspects of keeping score—of how interpersonal violence is perceived by our culture, how trauma is healed, and how justice is pursued in both legal and psychiatric settings. Please note that engaging in the material for this course can cause distress.

GPSY 6339 The Development of Autobiographical Memory
Spring 2012. Three credits.
Tilmann Habermas
After an outline of various strands of the development of autobiographical memory, the seminar focuses on autobiographical narrating from infancy to old age. The emergence of a biographical perspective and of autobiographical reasoning in adolescence will be contextualized in the social context of co-narrating and in cultural practices of constructing biographies.

GPSY 6341 Social Psychology Seminar
Spring 2012. Three credits.
Emanuele Castano
Social psychology concerns itself with the understanding of thoughts, emotions and behavior that is influenced by and relevant to social interactions, real or imagined, at the interpersonal or intergroup level. A substantial proportion of research in social psychology focuses on behaviors behaviors maladaptive to the individual and/or to the society as a whole—e.g., prejudice and discrimination, anti-social behavior, hyper-consumerism. These behaviors are caused by a variety of factors, among which cognitive bias in obtaining and processing information, motivation to maintain a positive self-esteem, the need to perceive structure and order in the attempt to handle existential anxiety. Modern social psychology addresses these questions empirically, primarily through the use of the experimental method. In this seminar we explore some of these questions by reading primary sources and conceptualizing and setting up new empirical, experimental investigations. The focus is on critical appraisal of the social psychological literature around various themes, the identification of important questions stemming from current findings (and weakness of existing research studies), and the careful planning of a rigorous program of research.
Pre-requisites. Only current psychology PhD student can enroll without permission. MA students as well as Junior and Senior undergraduates are also welcome, but need to seek approval directly with the instructor prior to registering.
Only current psychology PhD student can enroll without permission. MA students as well as Junior and Senior undergraduates are also welcome, but need to seek approval directly with the instructor prior to registering.

GPSY 6342 Anger, Morality, and Narrative
Spring 2012. Three credits.
Tilmann Habermas
Anger is taken to be one of the most complex emotion families with variants such as wrath, grudge, envy, resentment and vindictiveness. More than any other emotion they need to be morally justified. Both clinical manifestations and narrative techniques of justification will be analyzed.
The basic question we will explore in this seminar is, “How does psychoanalysis work?” Is it through the insight gained by the analyst’s interpretation? Or, the identification of the patient with the analyst’s attitude that modifies the harshness of self-criticism? Or, could change come through the development of a new, unique, and even a “real” relationship with the analyst, who provides the conditions for stunted growth? For that matter, is there one psychoanalysis or many? In addressing these questions, the course will draw on the works of Freud, Lacan, Melanie Klein, Fairbairn, Self-psychology and American relational/interpersonalists theorists.
GPSY 6904 Clinical Practicum: New School Counseling Center
Fall 2011. Two credits.
Miriam Steele
Advanced clinical students will participate in a clinical practicum at The New School Counseling Center where they will conduct weekly psychotherapy sessions with a maximum of 6 patients per week, receive individual supervision with a staff member and group supervision with the director of the counseling service. Students will be invited to attend the Student Counseling Center professional development meetings.

GPSY 6904 Clinical Practicum: New School Counseling Center
Spring 2012. Two credits.
Miriam Steele
Advanced clinical students will participate in a clinical practicum at The New School Counseling Center where they will conduct weekly psychotherapy sessions with a maximum of 6 patients per week, receive individual supervision with a staff member and group supervision with the director of the counseling service. Students will be invited to attend the Student Counseling Center professional development meetings.

DEPARTMENT OF SOCIOLOGY

The Department of Sociology offers a distinctive approach to the investigation of social life. This approach builds on historical connections to European social science, develops the New School’s tradition of critical inquiry, and engages with international debates and communities. The department’s core areas of study include: social inequalities; culture and politics; law, rights, and citizenship; historical and comparative sociology; and cities and publics. We emphasize theoretically-informed ethnographic, historical, and interpretive inquiry, investigating the significant social issues of our times in a range of local, national, and transnational contexts. The department’s aim is to help students better understand major social transformations of the past and prepare them to study these transformations in the future. Home to students, faculty, and visitors from many countries, our department is a vibrant hub of scholarship and intellectual life.

Our aim at the level of the MA is to provide a thorough grounding in the historical, theoretical and methodological development of the field of sociology and to give students the tools to make this knowledge relevant to the world around them.

At the PhD level, the program seeks to provide students with the theories and methods to develop new forms of sociological study that will cross disciplinary boundaries and/or subareas of the field in innovative and imaginative ways through sustained treatment of a single topic. At both levels, the department’s aim is to help students better understand the major transformations in modern and postmodern societies and to prepare them for the normative or analytical challenges these transformations have posed.

Contact Information
Department Phone: 212.229.5737
Admission Liaison: SocLiaison@newschool.edu
Jesse Sze, Department Senior Secretary
Daniel Sherwood, Student Advisor

Faculty
Chair: Robin Wagner-Pacifici, Professor of Sociology
Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory (on leave Spring 2012)
Carlos Forment, Associate Professor of Sociology
Jeffrey Goldfarb, Michael E. Gellert Professor of Sociology
Eiko Ikegami, Professor of Sociology (on leave 2011-2012)
Elzbieta Matynia, Associate Professor of Liberal Studies and Sociology
Virag Molnar, Assistant Professor of Sociology
Rachel Sherman, Associate Professor of Sociology
Iddo Tavory, Assistant Professor of Sociology
Terry Williams, Professor of Sociology (on leave Spring 2012)
Vera Zolberg, Professor of Sociology

Affiliated Faculty
Paolo Carpiignano, Associate Professor of Media Studies, The New School for Public Engagement
Jaeho Kang, Assistant Professor of Media and Sociology, The New School for Public Engagement
McKenzie Wark, Professor of Culture and Media
Aristide Zolberg, Walter A. Eberstadt Professor of Politics and University in Exile Professor Emeritus

Visiting Faculty
TBA, Hans Speier Visiting Professor (Spring 2012)
Departmental Advising

The Department of Sociology urges newly matriculating students to consult the student advisor to plan their programs of study and to obtain more detailed information on requirements and procedures. First-year students are initially assigned a faculty advisor who should be consulted about courses of study, but students may select another advisor at any time.

Degrees in Sociology

The department offers MA and PhD degrees in sociology. Application for admission to the PhD program is made upon completion of the master’s degree. On a case-by-case basis, students who have earned a MA in historical studies or liberal studies at The New School for Social Research or who have earned a MA in media studies at The New School may be admitted directly to the PhD program. A joint PhD degree in sociology and historical studies is also offered in conjunction with the Committee on Historical Studies.

MA in Sociology

Course Requirements

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

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

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

Transfer Credit

Students with prior graduate elsewhere or those entering with a MA in sociology or a closely related social science may transfer up to three credits toward their MA credit requirement. Petition for transfer of credit may be submitted after six credits of coursework in the department have been completed.

MA Written Examination

After completing 30 credits or more in the semester in which the last three credits are completed, students are eligible to sit for the departmental MA written examination. The proctored examination requires written responses to questions in general sociology, including material covered in foundation courses and the department-approved methods courses.

The MA exam is held once each Spring term on the third Saturday of February. Request to take the exam must be submitted to the student advisor one month before its scheduled date.

PhD in Sociology

Admission for Internal Applicants

There is no automatic entrance into the PhD program after completing the Department of Sociology’s MA requirements. Only students who declare their interest in the PhD and who complete the application process described below can be considered for PhD entrance.

Students will be evaluated for admissions into the PhD program based on their full record (including grades, performance on the MA exam, and the entrance portfolio) as well as their fit with department faculty expertise. Students interested in applying to the PhD program must do the following:

1. Complete the MA examination with a grade of “pass” or “high pass.”
2. Submit a PhD entrance portfolio, which must include:
   - An academic transcript
   - A writing sample (one course paper or the equivalent)
   - A completed PhD entrance application form, which asks for the two subareas in which the student will write the field statement-an abstract that broadly describes the area of investigation for the dissertation—and asks for a proposed chair of the student’s field statement committee, with the option to list additional committee members. (Note that the required abstract is a description of intent of study and not a dissertation proposal or literature review.)
3. Meet the admissions application deadlines for each semester
   - Spring semester: Complete the MA exam and submit the portfolio by April 1.

All application materials must be submitted to the departmental secretary by the designated dates. Students will be notified in writing of the department’s admission decision.

For program or course requirements, please refer to the student handbook and contact the student advisor for any specific questions: socadvisor@newschool.edu.

Advanced Standing and Transfer Credit

Entering students holding a MA in sociology or in a closely related social science may be admitted directly into the PhD program. These students will be required to pass the department’s MA written examination and to complete any additional coursework needed to fulfill the requirements for MA equivalency. They may apply for up to 30 transfer credits once they have been accepted to the MA program. Transfer credits are awarded on the basis of grades, the relevance of previously earned credits, and the successful completion of the MA examination.

Admission to Candidacy

Before being admitted to candidacy for the PhD, students must pass the PhD qualifying examination, complete 60 credits, and successfully defend their dissertation proposal.

PhD Qualifying Examination

No earlier than the semester in which the last of 36 credits are completed, but no later than the semester in which the last of 60 credits are completed, students must pass the PhD qualifying examination, consisting of field statements in two areas of specialization and an oral examination in these areas.

Students in the Historical Studies or Liberal Studies MA programs who have also completed Sociology MA requirements may apply to take the Sociology PhD qualifying examination, subject to the restrictions noted above. Students pursuing a joint PhD in Sociology and Historical Studies must take one PhD field in sociology and two fields in history (as described in this catalog in the section on the Committee on Historical Studies). See the academic calendar for examination dates.

Dissertation Proposal

Before being admitted to candidacy for the PhD, students submit a dissertation proposal for evaluation in an oral examination conducted by a dissertation committee consisting of three departmental faculty members and one representative from another field. The defense of the proposal includes examination of the candidate’s substantive knowledge of the sociological area embraced by the dissertation problem. The dissertation proposal should include a clear indication of the problems 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 clear statement of possible conclusions to be drawn from the research.

Dissertation Defense

A final dissertation must be submitted, approved, and defended orally before three faculty members who constitute the dissertation committee, plus one faculty member from another department of The New School for Social Research.

Language Requirement

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

MA and PhD in Historical Studies and Sociology

See the requirement for these degrees in the section for Historical Studies in this catalog.
The Department of Sociology provides diverse opportunities for both master's and doctoral study. Students combine study of major sociological texts with exploration of topics that reflect the major questions of our times, including the development of cyberspace and the networked society; the rise of new cultural forms; the articulations of race, class, and ethnicity in cities and nations; the role of religion and ideals in social and political life; the relations between citizens, constitutions, and rule of law; democracy, and the left. The course engages sociological research ("fieldwork"), with primary emphasis on participant-observation. The purpose of this course is twofold: First, provide training in field methods engaging sociological research ("fieldwork"), with primary emphasis on participant-observation. Second, establish a forum for students who are directing their work and creative energies towards social, environmental, and political issues in the public sphere. This approach helps student researchers to discover "communities," create a channel of communication, find ways of continual engagement and project development, and perhaps carry knowledge and expression beyond the immediate workings of the community into the realm of culture.

Core and methods course are indicated by the * notation.

Courses with an * are required courses for all new MA students beginning Fall 2011. MA students who began before Fall 2011 must fulfill course requirements applicable when they matriculated. There are four core courses in the MA program (refer to MA in Sociology section), and the methods course requirement is Logic of Inquiry, GSOC5069. Other methods courses may be applied to the PhD program. Additional course requirements, please refer to the student handbook or contact the student advisor.

**GSOC 5004 Fundamentals of Urban Sociology**

*Virag Molnar*

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

**GSOC 5006 Ethnographic Field Methods**

*Terry Williams*

This seminar maps the ways in which practice and action have featured in the sociological imaginations of 20th- and 21st-century social theorists in France and the United States. We start with American Pragmatism and the centrality of action. We then look at the way in which some French theorists and schools (Foucault, Bourdieu, ANT, and Boltanski and Thevenot) approached action and compare it to American practice-based sociology (Interactionism, Ethnomethodology, Repertoire approaches, and Neo-pragmatism).

*GSOC 5028 Concept of Culture*  

*Elzbieta Matynia*

The preoccupation of social thinkers with the phenomenon of "culture" long antedates Herder's remark that "nothing is more indeterminate than this word" and has been widely shared since then by historians, sociologists, and anthropologists. This seminar for students interested in the history of social thought, the sociology of knowledge, and studies of culture explores the main debates surrounding the idea of culture and its development. Whether discussing the Greek notion of paideia, the Romantic ideal of genius, or the historiographic essays of the Annales historians of our own day, we trace the dynamics of two contrasting approaches to culture: 1) the broadly empirical and anthropological approach and 2) the more narrowly normative "humanistic" approach. The readings, some of them passionate critiques of culture, include Plato, Aristophanes, Vico, Rousseau, Herder, Goethe, Marx, Ferdinand de Saussure, Sigmund Freud, Fernand Braudel, J. Heuzinga, Ernst Cassirer, Mikhail Bakhtin, Kwame Anthony Appiah, and Samuel Beckett. Cross-listed in Liberal Studies.

*GSOC 5046 Civil Society and Democratic Life in the Post-Colonial World: A Tocquevillian Perspective*  

*Carlos Forment*

This course introduces graduate students to current debates over the changing relationship between civil society and democratic life in the post-colonial worlds of Latin America, India, Africa, and the Middle East. In order to make sense of the different socio-historical trajectories, particular institutional configurations, and divergent forms of civic democracy that emerged in these parts of the world, we adopt a common framework based on the work of Alexis de Tocqueville, and, in our discussions, we strive to develop a Tocquevillian account of postcolonial democracy as well as a postcolonial reading of Tocqueville. Crosslisted with Politics.

*GSOC 5061 Contemporary Sociological Theory*  

*Iddo Tavory*

This course introduces graduate students to current debates over the changing relationship between civil society and democratic life in the post-colonial worlds of Latin America, India, Africa, and the Middle East. In order to make sense of the different socio-historical trajectories, particular institutional configurations, and divergent forms of civic democracy that emerged in these parts of the world, we adopt a common framework based on the work of Alexis de Tocqueville, and, in our discussions, we strive to develop a Tocquevillian account of postcolonial democracy as well as a postcolonial reading of Tocqueville. Crosslisted with Politics.

*GSOC 5062 Sociology of Symbolic Interaction*  

*Jeffrey Goldfarb*

In this course, we explore school of symbolic interactionism, specifically the work of George Herbert Mead and Herbert Blumer. We also read literature that considers symbolic interaction beyond that specific intellectual tradition, including studies of the arts and sciences, the politics of everyday life, class, social distinctions, and social conflict. Special attention is given to the occurrence of symbolic interaction in different public and media forms.
GSOC 5068 Art and Beyond: The Avant-Garde of the 21st Century
Fall 2011. Three credits.

Vera Zolberg

What used to be considered avant-garde in art rose to acceptance and legitimacy with such success in reordering aesthetic vision that new artwork adhering to earlier canons came to be rejected or sidelined. A brief review of how modernist styles like cubism, fauvism, futurism, and expressionism became classics serves as a base for understanding the challenges that visual art always faces from changing institutional contexts and rapidly changing technologies. This understanding applies also to art forms like music and dance, which underwent their own revolutionary transformations marked by mixtures of new and ancient modes, dissonance, tone-rows, operas without arias, and blending of popular with “serious” forms. In the 21st century, the arts, as a social construction provides symbolic supports for competing status groups, nation-states, and individuals, face unprecedented global processes that provoke creation, production, dissemination. Among other things, these processes force us to question whether long held beliefs about the autonomy of individual artists and their creations are still viable.

*GSOC 5069 Logic of Inquiry
Fall 2011. Three credits.

Rachel Sherman

This course is an introduction to principles of social science research and research design and the specific methods commonly used in sociology. This course is required for first-year MA students in sociology. Others may register only with permission from the instructor.

GSOC 5070 Seminar as Moot Court
Fall 2011. Three credits.

Terry Williams

In this course, we put colonialism on trial in a Moot Court. The case will be made either prodomo or contrary that will bring into the testimonial theatre such metanarratives as empire, imperialism, neo-colonialism, re-territorialization, globalization, and de-terrorization. In this discursive arena, students are encouraged to challenge contemporary and traditional scholars who either support or disagree with these narratives. The pedagogical approach here is that students present their arguments as legal briefs. The key to the seminar is testimony. To help students understand how testimony is ritualized and codified, we take the case of Belgium in the Congo as an example of one of the darkest moments in the history of colonialism. The significance of testimony is further featured on the conundrum of colonialism. The last part of the course addresses the cultural dimensions of social inequality in a global context focusing on the construction of national cultures and cultural differences.

*GSOC 5102 Historical Sociology
Spring 2012. Three credits.

Carlos Forment

This aim of this seminar-workshop is to introduce the works and debates, past and current, in the field of historical sociology by undertaking a close reading of major texts in the field, including those of Elias, Moore, Tilly, Skocpol, Sewell, Calhoun, Ikegami, Forment, and Steinmetz.

GSOC 5108 Culture and Inequality
Spring 2012. Three credits.

Virag Molnar

The course introduce students to contemporary debates about the relationship between culture and social inequality. It starts with a general overview of how important theoretical schools define culture (as power and ideology, as meaning, as a reflection of social structure, etc.). There is strong emphasis on moving beyond a narrow definition of culture as arts and developing a broader understanding of the place of culture in the constitution of social reality. The second part of the course explores the role of culture in reflecting, reproducing, and challenging social inequalities in a wide range of empirical research areas, including cultural production and consumption, the construction of class, ethnic/racial and gender identities, social classification, subcultures, symbolic boundaries, and social movements. The last part of the course addresses the cultural dimensions of social inequality in a global context focusing on the construction of national cultures and cultural differences.

GSOC 5114 Discourse Analysis
Spring 2012. Three credits.

Robin Wagner-Pacifici

This course provides the theoretical frameworks and the methodological tools students need to analyze social utterances, conversations, transcripts, and a wide variety texts. Methodology draws on socio-linguistics, conversation analysis, ethnomethodology, structuralism, critical legal studies, and discourse analysis proper to articulate the relations between texts and contexts in social life.

GSOC 5119 Sociology of Organization and Disorganization
Fall 2011. Three credits.

Robin Wagner-Pacifici

A central aim of sociology is to track the relationship between order and disorder, organization and chaos, normality and emergency. Organizations and institutions as small as the family and as large as the state experience moments of stability and manifold moments of breakdown, when the internal and external boundaries of a designated group dissolve. This course explores both the qualities and structures of organizations (social, professional, military) and the phases and modes of organizational breakdowns. It approaches the latter via an analysis of specific standoffs, accidents, mistakes, miscommunications, conflicts, violent encounters, and social deviance.

*GSOC 5101 Classical Sociological Theory
Fall 2011. Three credits.

Jeffrey Goldfarb

This is a broad introduction to the key works of Alexis de Tocqueville, Karl Marx, Emile Durkheim, and Max Weber, whose ideas and methods continue to animate theoretical and empirical research in sociology. We focus primarily on what unites (and secondarily on what divides) these theorists of society and their contributions to the canon of sociological knowledge: the confrontation with the dualism of subject and object, criticism of utilitarian thought and normative political philosophy, the epistemological break with primary experience, theories of power and solidarity, and the sociological discourse of modernity.
GSO 5143 Sociology of Work and Labor
Spring 2012. Three credits.
Rachel Sherman
This course addresses the politics and organization of work in the 20th century and into the 21st. Topics include historical transformations in work, including industrialization, globalization, and the rise of service, finance, and information technology; labor market issues, including migration and discrimination; forms of managerial control and worker consent or resistance; and the role of labor unions and the state in shaping employment and workplace relations. We look closely at manufacturing, service, and finance workplaces, primarily in the U.S. but with a comparative emphasis on Europe. We cover a number of important theoretical perspectives on work.

GSO 5147 Theories of State Formation
Fall 2011. Three credits.
Andrew Arato, Nehal Bhuta
This course will engage in a careful reading of canonical texts in the theory of state formation. It will then examine the classic arguments in light of the new wave of scholarship since the 1970s. In the process, we will seek to develop a sharper understanding of the causal claims and selection mechanisms which are advanced by these theories as explaining the emergence of and success of the state form. Special attention will also be paid to the role of law and legal forms in historical cases of state-making. The final sessions will reflect on the relevance of this literature for contemporary debates about state-building, transitions to democracy, and processes of constitution-making.

GSO 5149 Citizenship: A Historical and Political Survey
Fall 2011. Three credits.
Carlos Forment
The very meaning of the term, citizen, like so many other political concepts central to modern democratic life, has been construed differently at different historical moments by writers identified with alternative political traditions. This course examines both the historical trajectory (classical, medieval, modern, welfare, and globalization) and political interpretations (liberal, radical, communitarian, republican) of citizenship, and how these have shaped each other. Although we review some formal elements attributed to the notion of citizenship, such as entitlements accruing from rights and duties, the bulk of the readings are devoted to broader issues: civic universalism vs. ethnic particularism, the tension between group and individual rights, and notions of negative and positive liberty. Crosslisted with Politics.

GSO 5150 Media and Politics
Spring 2012. Three credits.
Jeffrey Goldfarb
We explore media and politics as two sides of the same coin, studying how politics is made possible by specific media forms and how the forms of media have embedded within themselves specific political dimensions. Particular attention is given to the sociology of media and politics as this informs our understanding of political power considered from the perspectives of Max Weber, Michel Foucault and Hannah Arendt. The starting point for the discussion of media is a review of the theories of Marshall McLuhan, Erving Goffman, Joshua Meyrowitz, and Daniel Dayan and Elihu Katz.

GSO 6063 Museums and Societies
Fall 2011. Three credits.
Vera Zolberg
Museums as we know them are creatures of the 19th century. They embody the intersecting forces of nationalism and universalism, democratic revolution and elite formation, socioeconomic transformation, and scientific and artistic traditions and innovations. Intended as they were to tame and shape the past and represent, and glorify the modern era, museums were made to bear considerably more weight than other cultural institutions. The achievements of this institution in the 20th century have been both astonishing and disquieting to many observers. This course examines the origins, development, and transformations of museums over the past 150 years. We scrutinizes the social roles of their creators and the continuing metamorphoses of their substantive bases from a multidisciplinary perspective. We consider the future of the museum in light of technological, political, scientific, and artistic developments.

GSO 6138 Advanced Seminar in the Sociology of Religion
Fall 2011. Three credits.
Iddo Tavory
This seminar doubles as a survey of classical and current theories in the sociology of religion and a seminar in the sociology of religious experience. The first half of the course is dedicated to theoretical perspectives. In the second part, students read articles related to the nature of religious experiences and are expected to develop an empirical project (ethnographic, interview, or textual) related to this literature.

GSO 6345 Revolution and Social Change in the Middle East
Fall 2011. Three credits.
Benoit Challand
Recent events in Tunisia, Bahrain and Egypt suggest that the Middle East is not immune to political revolution and that profound social changes are likely to affect political systems in the region. The course surveys previous revolutions in the Arab world (the 1950s anti-monarchical and pan-Arab revolutions in Egypt and Iraq in particular) and elsewhere in the region (the 1905 Constitutional revolution and the 1978–1979 Islamic revolution in Iran and the emergence of modern Turkey). This concludes with an analysis of the current events dubbed by many the “Arab Spring” or “Arab Awakening.” We then analyze and compare bottom-up pressures for political change, in particular attempts of civil societies in the region to play a more active role, whether by promoting pluralism and equality or by imposing obscurantist visions of politics based on sectarian identities. Special attention is paid to the urban-rural divide, the role of trade unions as transcending ethnic and communal identities, competing ideologies (Arab nationalism, pan-Arabism, socialism and Islamisms), the spread of new transnational media, and the growing political role of youth in the region. Crosslisted with Politics.
Recommended Courses Offered by Other Graduate Programs of the University

NMDS 5221 Fundamentals in the Sociology of Media
Spring 2012. Three credits.
Paolo Carpignano
The notions of medium and mediation are analyzed from different perspectives. First, we survey theories and theoretical approaches to media that, directly or indirectly, have contributed to the definition of the field, such as medium theory, information theory, semiotics, cultural studies, mediology, and others. Second, we critically examine today’s media industry, its institutional apparatus, its forms of production and distribution, and its economic and political power. Third, some media-specific historical and technological changes, such as reproduction, recording, transmission, and networking, are related to the transformation of social experience. It is from the combination of these levels of analysis that we begin to understand the experience of mediation and the mediation of experience. Cross-listed as GHIS 6127.

NMDS 5230 Political Economy of the Media
Fall 2011. Three credits.
Paolo Carpignano
This course studies the relationship between two forms of mediation: Work, often defined as activity that mediates between human beings and nature; and communication, primarily understood as a form of social mediation. According to a commonly held view, these two types of activity refer to two different domains of production. To work is assigned the fabrication of objects, while to communication is assigned the production of social relations. Associated with these notions of production are usually such concepts as “subject and object,” “interiority and exteriority,” “individual and social,” among others. This course argues that the distinction between work and communication is blurred by the development of new forms of production. This transformation has been variously called “postindustrialism,” “information society,” “economies of sign and space,” “post-Fordism,” “network society,” or “cognitive capital.” On the one hand, work is increasingly characterized by immateriality, by knowledge content, and by the communicative network it generates. On the other hand, social relations of communication are increasingly inseparable from the material conditions of their mediation. For these reasons, media are not simply tools of communication but are themselves productive forces, and their analysis is central to an understanding of late capitalism and its transformation.

COMMITTEE ON HISTORICAL STUDIES

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

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

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Student Advisor: Jordan Somers

Committee Members
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Elaine Abelson, Associate Professor of History
Laura Auricchio, Assistant Professor of Art History, Parsons The New School for Design
David Brody, Associate Professor of Art and Design Studies, Parsons The New School for Design
Federico Finchelstein, Associate Professor of History
Julia Foulkes, Associate Professor The New School for Public Engagement
Oz Frankel, Associate Professor of History
Orit Halpern, Assistant Professor of History
Victoria Hattam, Professor of Politics
Joseph Heathcott, Associate Professor of Urban Studies, Eugene Lang College The New School for Liberal Arts
Eiko Ikegami, Professor of Sociology (on leave 2011–2012)
Natalia Mehlman-Petrzela, Assistant Professor of Education Studies and History, Eugene Lang College The New School for Liberal Arts
James Miller, Professor of Politics and Liberal Studies
Julia Ott, Assistant Professor of History
David Plotke, Professor of Politics
Ann-Louise Shapiro, Professor of History, Eugene Lang College The New School for Liberal Arts
Ann Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies
John M. VanderLippe, Associate Professor of History; Associate Dean for Faculty and Curriculum, The New School for Social Research
Louise Walker, Assistant Professor of History
Benjamin Wurgaft, Postdoctoral Fellow
Programs of Study

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

Master of Arts in Historical Studies

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

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

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

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

PhD in Politics or Sociology and Historical Studies

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

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

PhD Program Requirements

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

A student must complete all the specific prerequisites to take the PhD qualifying examination in Politics or Sociology respectively.

Qualifying Examination: Students who have completed at least 42 credits including all required courses in both historical studies and their social science may petition to take the PhD qualifying examinations. Students must take one examination for CHS in addition to those required by the department. The form of the history examination will mirror the practice in Politics or Sociology as appropriate.

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

For current course descriptions, visit the website.

GHIS 5049  Citizenship
Fall 2011. Three credits.
Carlos Forment
The very meaning of the term, citizen, like so many other political concepts central to modern democratic life, has been construed differently at different historical moments by writers identified with alternative political traditions. This course examines both the historical trajectory (classical, medieval, modern, welfare, and globalization) and political interpretations (liberal, radical, communitarian, republican) of citizenship, and how these have shaped each other. Although we review some formal elements attributed to the notion of citizenship, such as entitlements accruing from rights and duties, the bulk of the readings are devoted to broader issues: civic universalism vs. ethnic particularism, the tension between group and individual rights, and notions of negative and positive liberty. Crosslisted with Politics.

GHIS 5119  Iran in Revolution: 1800–the Present
Fall 2011. Three credits.
Neguin Yavari
By the time the Qajar dynasty established itself in Iran in 1779, Shi’ism had already established religious hegemony in Iran, and the 18th and 19th centuries saw its further consolidation and institutionalization. How does the religious architecture of Shi’ism help explain the Constitutional Revolution of 1905–1911 and the success of the Islamic revolution in 1979 in the absence of a strong Islamic political movement? Why did Iranians, clerical and lay, turn to a Western-inspired ideology in the early decades of the 20th century, the heyday of colonialism, and then turn completely against Westernization some 70 years later? This course studies social change in Iran during the past two centuries, focusing on the interaction of political thought with religious authority and cultural transformation and suggesting that the Islamic revolution of 1979 is better explained in the lexicon of revolutionary transformation than that of religious resurgence or a revival of the past. Readings include Bayat, Bulliet, Calhoun, Goldstone, Goodwin, Gorski, Khomeini, Mitchell, Moaddel, Owen, Skocpol.

GHIS 5137  Histories of Capitalism on the Edges of World Economy
Spring 2012. Three credits.
Louise Walker
We study the questions that historians have asked about capitalism and the different ways they have addressed these questions: What does capitalism look like on the edges of the world economy? How did it emerge and change over time in different areas? What cultural meanings have been attached to capitalism? What groups have participated (willingly or unwillingly) in capitalist development? How have people struggled against capitalist modes of production and accumulation? How do analyses of capitalism on the periphery add to our understandings of the world economy? How have different generations of historians approached the study of capitalism, and economics more broadly? We examine the major polemics, from debates over analytical frameworks to disagreements over methodology. Finally, we consider the political and ethical implications of the different interpretations and methods.

GHIS 5154  The Eye Through Time
Spring 2012. Three credits.
Orit Halpern
This course interrogates historical approaches to the study of perception, concentrating on vision and visibility. We integrate the histories of science, art, technology, and media with emphasis on developing new methods for historical and ethnographic research in fields such as aesthetics, space, design, architecture, and media. An important goal is fostering independent student research and projects. Readings may include Ranciere, Deleuze, Foucault, Latour, Panofsky, Daston, Gunning, Crary.

GHIS 5160  Europe and Its Others
Fall 2011. Three credits.
Ann-Louise Shapiro
Urgent questions about the meaning of “Europeanness” emerged in tandem with the creation of the EU at the end of the 20th century. Scores of books and articles have been written, for example, on the subject of what it means to be British and what constitutes French culture. Beginning with Benedict Anderson’s concept of “imagined communities,” this course studies the meanings and lived experience of race, ethnicity, and nationality as the question of identity has been formulated and reformulated over the course of more than a century. It examines responses to changes produced by imperial expansion, war, immigration, decolonization, labor migrations and the global market, seeking to expose the processes that created Europeanness through changing patterns of inclusion and exclusion and redefinitions of selves and others. It studies both national policies and the practices of everyday life using primary sources, critical historical and literary writings, and novels and films.

GHIS 5167  The Politics of Violence: A History
Fall 2011. Three credits.
Federico Finchelstein
This seminar focuses on recent historical approaches to the relationship between violence, politics, and context in modern and contemporary history with special reference to transnational history. The course also examines the contextual role of violence in critical theory from a historical perspective.

GHIS 5169  Montaigne, Pascal, Descartes
Fall 2011. Three credits.
Dmitri Nikulin and Eli Zaretsky
The aim of the seminar is a close reading of Montaigne’s Essays, Pascal’s Pensées and Descartes’ Passions of the Soul. In reading these texts, we discuss the origin of modern subjectivity in the 16th and 17th centuries and try to establish the historical forms of its expression, including the use of literary genres and specific topics that all three thinkers share in common.

GHIS 5170  History of Wall Street
Fall 2011. Three credits.
Julia Ott
Over the last 30 years, Wall Street has assumed a far larger role in the American economy than it has ever played before. This course traces the process by which Americans’ social and economic well-being came to be managed by the financial market. Major themes include the critical role of policy, politics, and political ideology in shaping the structure of financial markets and institutions; enduring debates over the proper relationship between financial markets, the real economy, and the state; the effects of financialization and financial crisis on the distribution of economic power and wealth; the ability of economic crises to catalyze popular insurgency and social change.
GHIS 5171  From Anti-Fascism to Anti-Totalitarianism: World War Two in Historical Memory
Fall 2011. Three credits.
Eli Zaretsky
We read the main texts, especially those of American historians, covering the history of Nazism and the Holocaust. The earliest explanations of Nazism were based on a theory of fascism and imperialism that had a critical dimension in that it also had implications for understanding the United States. The shift to the theory of totalitarianism, not completely accomplished until the 1970s, lost this critical dimension. On the other hand, the totalitarianism model seems to have focused more attention on factors like anti-Semitism. How are we to understand this shift? Readings include Franz Neumann, Eric Nolte, Hannah Arendt, Saul Friedlander, Timothy Snyder, and Arno Mayer.

GHIS 5172  From Reagan to Obama: Contemporary U.S. History
Spring 2012. Three credits.
Eli Zaretsky
The history of the United States from the late 1970s to the present is considered in the light of a single question: Are we observing the decline of a once-great nation, or is there another possibility?

GHIS 5173  Histories of the Future: Utopia, Dystopia, and Modernization in European Thought and Culture
Spring 2012. Three credits.
Benjamin Wurgaft
This course explores the strange career of the idea of the future in modern European (and sometimes American) thought, from the medieval religious eschatology that underpins many Western visions of the future, through the Enlightenment and Romanticism, and focusing especially on early 20th-century visions of the future associated with high modernism. We explore socialist utopias, the planned cities of architects with God complexes, and dystopian visions of a radiation-soaked planet after a World War III. This course also attends to dystopic and utopian ideas about the future deriving from later 20th-century technological developments, especially the discourses centered on computing and “cybernetics” and biotechnology. The course culminates with contemporary hopes and fears surrounding the emergence of new techniques of information transfer, artificial intelligence and engineered life. Throughout we attend to the careers of prominent futurists and the ways in which they have placed the past in conversation with the future or used the historical past as a resource from which to craft their visions of the future. Students interested in intellectual history, political theory, the history and philosophy of science and technology, and the history of modern architecture and design can benefit from this interdisciplinary approach to these fields.

GHIS 5233  Gender, Politics, and History
Spring 2012. Three credits.
Elaine Abelson
This seminar explores aspects of women’s history and the history of gender in the United States over the past two centuries. The course stresses the two themes of differences among women and between women and men as a way of examining the social construction of gender and the logic of feminist analysis and activity. Students discuss the major themes in gender history, develop critical and analytical skills, and appreciate current and on-going theoretical (and controversial) debates. The course analyzes key conceptual and methodological frameworks as gender, class, sexuality, power, and race. Thematically organized readings include both primary and secondary materials.

GHIS 6102  Museums and Society
Fall 2011. Three credits.
Vera Zolberg
Museums as we know them are creatures of the 19th century. They embody the intersecting forces of nationalism and universalism, democratic revolutions and elite formation. These forces emerged in the context of socio-economic, political and cultural innovations: new ways of writing history, scientific discoveries, artistic creativity in existing genres and many new ones. Intended to tame, shape, represent, and glorify the modern era, museums were made to bear considerably more weight than many other cultural institutions. Their achievements in the 20th century are both astonishing and disquieting to many observers, and they continue along these lines in the 21st. In this seminar we examine the origins, development, and transformations that these cultural institutions have undergone. From a multi-disciplinary perspective we scrutinize the makeup of its creators and the continuing metamorphoses of their substantive bases in history, art, science. Whereas in some countries the state plays a major role in supporting museums, the United States is more oriented to encouraging its support by individual or group philanthropy. This has become elaborated in what has been termed “civil society.” But museums are also embedded in one way or another in market forces. If anything, the contrast between what seems like an “American Exceptionalism” seems to provide a model for other liberal democracies.

GHIS 6133  Historiography and Historical Practice
Fall 2011. Three credits.
Oz Frankel
This course should be taken during a student’s first year in the Historical Studies program. This course focuses on the history of the United States to examine current permutations of historiographical interests, practices, and methodologies. In the last few decades, U.S. history has been a particularly fertile ground for rethinking the historical, and many of these ideas are applicable to the study of other nations and societies. American history has been largely rewritten by a generation of scholars who experienced the 1960s and its aftermath and have viewed America’s past as a field of inquiry and contest of great political urgency. Identity politics, the culture wars, and other forms of organization and debate have endowed history with unprecedented public resonance in a notoriously amnesiac culture. We explore major trends and controversies in American historiography, the multicultural moment in Historical Studies at The New School, the emergence of race and gender as cardinal categories of historical analysis, the preoccupation with popular culture, the impact of memory studies on historical thinking, and the recurrent agonizing over American exceptionalism and consequent recent attempts to break the nation-state mold and globalize American history. Another focus is the intersection of analytical strategies borrowed from the social sciences and literary studies with methods and epistemologies of historicization that originated from the historical profession.
GHIS 6134 Historical Methods and Sources
Spring 2012. Three credits.
Jeremy Varon
This course is required of students in Historical Studies and PhD students doing joint programs in history. It is open to all graduate students interested in historical research and methodology. The course introduces theoretical perspectives on and practical training in historical research, writing, and representation. We begin by exploring debates surrounding just what history is as mode of narrative, form of textuality, and set of relationships to the past. The remainder of the course provides hands-on training in what historians do: cull and interpret primary sources; locate and pull materials from archive; identify relevant contexts and relate texts to them; assess existing literature; review books; design research; and intervene in historiographic debates by crafting original arguments. Individual projects are tailored toward the students' individual research interests build toward their master's theses.

GHIS 6990 Independent Study
Fall 2011, Spring 2012. One to six credits.
Students can pursue advanced research on a specific topic guided by a faculty member. Permission of the faculty member is required to register for independent study.

GHIS 6994 Inter-University Consortium
Fall 2011, Spring 2012. Three credits.
Ellen Freeberg
PhD students enrolled in courses at other universities in the New York area through the consortium arrangement register for this course.

COMMITTEE ON LIBERAL STUDIES

Members of the faculty of many different divisions and departments of The New School have developed the graduate liberal studies curriculum, which combines intellectual history, cultural studies, and belles lettres. This interdisciplinary program offers students flexibility to customize a courses of study organized around the writing of master’s thesis. The skills of contextual thinking and fine writing form the unifying mission of this curriculum, which gives special attention to the main currents in Western thought, literature, and arts, and to modern critical and multicultural theory.

Liberal studies attracts both students who wish to earn a master's degree for career advancement and those for whom it is a step toward a doctoral program. The liberal studies program is a way to explore different options. Graduates work as writers and editors, teachers, artists, musicians. Others go on to earn advanced degrees disciplines ranging from philosophy, politics, and sociology to English, film studies, and art history.

Contact Information
Office telephone: 212.229.2747
Admission liaison: libstdliaison@newschool.edu
Staff: Camila Andrade Gripp, Senior Secretary; Eric Shorey, Student Advisor

Committee Members
Chair: James Miller, Professor of Politics, The New School for Social Research
Alice Crary, Associate Professor of Philosophy, The New School for Social Research
Stefania de Kenessey, Associate Professor of Music, Eugene Lang College The New School for Liberal Arts
Oz Frankel, Associate Professor of History, The New School for Social Research, Eugene Lang College The New School for Liberal Arts
Laura Frost, Associate Professor of Literary Studies, Eugene Lang College The New School for Liberal Arts
Noah Isenberg, Associate Professor of Literary Studies, Eugene Lang College The New School for Liberal Arts
Margo Jefferson, Associate Professor, Eugene Lang College The New School for Liberal Arts
Paul Kottman, Assistant Professor of Comparative Literature, Eugene Lang College The New School for Liberal Arts
Elzbieta Matynia, Associate Professor of Sociology
Melissa Monroe, PhD, 1989, Stanford University
Jed Perl, MFA, 1974, Brooklyn College Graduate Division
Dominic Pettman, Associate Professor of Culture and Media, Eugene Lang College The New School for Liberal Arts
Ann Smitow, Senior Lecturer in Liberal Studies
McKenzie Wark, Associate Professor of Culture and Media, Eugene Lang College The New School for Liberal Arts
Vera Zolberg, Professor of Sociology

Affiliated Faculty
Robert Boyers, MA, 1965, New York University
Terri Gordon, Assistant Professor, The New School for Public Engagement
Robert Polito, Assistant Professor, The New School for Public Engagement
Gina Luria Walker, Associate Professor, The New School for Public Engagement
Programs of Study

The liberal studies program is meant to facilitate an independent approach to learning. Apart from two core courses, students are encouraged, with the help of an assigned faculty advisor, to explore the resources of the entire New School taking relevant courses in other departments of The New School for Social Research and other divisions of the university.

Master of Arts in Liberal Studies

The MA is awarded for completion of 30 credits, including GLIB 5101 Modernity and Its Discontents, and GLIB 5301 Proseminar in Intellectual and Cultural History, and the writing of an acceptable master's thesis. The remaining 24 credits are electives. Each student will select courses, with the help of a faculty advisor, that match his or her specific intellectual interests and support the development of a thesis topic. A cumulative GPA of 3.0 or better is required to remain in good standing. The liberal 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.

Core Courses: At the heart of the experience are two courses: GLIB 5101, normally taken at the beginning of the program, and GLIB 5301, normally taken at the end of the program.

The required introductory seminar, Modernity and Its Discontents, introduces key themes and texts as touchstones for a shared conversation inside and outside the classroom over the two years of the program.

The prosemiminar is required of all students working on the master's thesis. In this class, students work on the form and style of their writing. Every week, they discuss drafts of their work in progress, learning how to offer constructive criticism and develop appreciation for inquiry as a collaborative process. The instructor, joined some weeks by a "guest editor," a member of the Committee on Liberal Studies writing faculty, offers professional advice editing and revising each draft presented. The aim is threefold: to develop research strategies, to sharpen concepts and arguments, and to produce a piece of polished writing that will appeal to the widest possible audience of educated readers.

In their first semester at The New School for Social Research, each student is assigned a faculty advisor. The role of the advisor at this preliminary stage of study is to help students clarify their research interests and to use wisely the many different educational resources available at The New School. There are no restrictions on the types of courses a student may choose. Students may take any graduate-level courses offered by the university that they consider appropriate to their research interests, but should choose carefully, keeping in mind that a paper written for a seminar might be developed into a master's thesis.

In the second semester, students continue to meet with their faculty advisor. At this stage, advisors are expected to help full-time students formulate a focused topic for their thesis and help students select an appropriate thesis advisor.

The Master's Thesis: The writing of an original and elegant thesis is has been traditionally a rite of passage into the community of scholars, as well as an exercise in the production of knowledge. Writing an MA thesis gives a student the advantage of having a significant body of work that could be a foundation for doctoral-level research or for a book or other literary production. In the liberal studies program, these traditional goals are approached through innovative interdisciplinary methodology and theoretical perspectives. Students who are ready to write the thesis are invited to examine a text, an era, or a contemporary subject in a way that will shed new light on topics usually confined within established disciplinary boundaries. Each student develops an idea and writes a 40-75 page thesis in consultation with a member of the faculty who shares an interest in the topic.

What can a student write about? Almost anything. Take, for example, these recent theses:

- Exploring Single Women in Sex and the City and Beyond
- The Aura of the Brand: Nike and Postmodern Capitalism
- Ruins and Memories: Walter Benjamin's Readings of Marcel Proust
- The Pinochet Case, Universal Jurisdiction, and State Sovereignty
- Greed, God, and Gifts: Philanthropic Foundations and Their Role in American Society
- Franz Kafka and Hannah Arendt's Image of Totalitarianism
- Futurism, Fascism, and Henri Bergson's Philosophy of Time
- The Concept of Self-Government in Jefferson Davis and Abraham Lincoln
- Jewish Identity Today: Israel and the Issue of Intermarriage
- Constructing Taste: Forecasting Services and the Sociology of Fashion
- Allegories of Laughter in Baudelaire, Freud, Bataille, and Kundera
- Biblical Imagery in Nietzsche's Zarathustra
- Tap Dancing and Hip-Hop: Two Urban Art Forms
- Anticomununism in Action: The American Jewish Committee Reacts to the Rosenberg Execution
- Arthur Danto's Interpretation of Andy Warhol
- The Body Politic in Walt Whitman's Poetry
- The American Legion and the Origins of the G.I. Bill
- Richard Rorty's Concept of the Self

After completing 18 credits, a student in good standing is required to submit a one-page preliminary thesis proposal to the chair of the Committee on Liberal Studies along with the name of a member of the faculty who has agreed to supervise the student's thesis. Once this proposal has been accepted by the committee chair, responsibility for guiding the student's program of study shifts to the thesis supervisor. Many students elect to register for an Independent Study course with the thesis supervisor to facilitate their thesis research. While they are working on their theses, students are required to register for the Proseminar: Intellectual History and Cultural Studies described above. After completing 27 credits, the student must file with the committee chair a five-page précis of the proposed thesis. The master's thesis must be an original work representing either a new interpretation of an idea or fact or fresh research into into an idea or fact using primary source materials or both.

Entering a PhD program with the MA in Liberal Studies

Work done in liberal studies, including the MA thesis, may fulfill some prerequisites for acceptance into a doctoral program. Students who plan to continue on to a PhD program should regard the MA thesis as a first draft of a project that could be developed into a dissertation. The requirements for entry into a doctoral program vary. Those who are thinking of continuing their graduate studies in philosophy, politics, sociology, or anthropology at the The New School for Social Research can prepare by taking appropriate courses in one of those departments to meet the credit requirements of their MA. Consult the relevant department and develop a coordinated program in consultation with your faculty advisor in liberal studies.
GLIB 5101  Modernity and Its Discontents
Fall 2011. Three credits.
James Miller
As an introduction to liberal studies at The New School for Social Research, this seminar brings new students and members of the faculty together to explore a variety of themes and texts that represent the critical concerns of our age. Topics include freedom and the problem of progress; human rights; individualism; the end of slavery and the implications of European world domination; new views of human nature; the idea of the avant-garde; and the moral implications of modern war and totalitarianism. Among the authors read are Rousseau, Kant, Goethe, James Madison, Robespierre, Condorcet, Hegel, Marx, Emerson, Nietzsche, Dostoyevsky, Joseph Conrad, Darwin, Freud, Ernst Jünger, George Lukács, André Malraux, Jean Améry, Walter Benjamin, Hannah Arendt, and Michel Foucault.

GLIB 5321  Reading Foucault
Spring 2012. Three credits.
James Miller
Through a close reading of one major text, *Madness and Civilization*, this seminar explores the problem of how to enter the imaginative universe of a literary and philosophical work. Using essays by Jean Starobinski and Borges as signposts, we begin by reading the (abridged) English translation of Foucault’s masterpiece straight through. Afterwards, we briefly compare one recent historiographic account of madness to that of Foucault’s book. By raising doubts about Foucault’s concern for empirical accuracy, we raise questions about the philosophical and literary subtexts of his work. In order to clarify, we also read several contemporary essays by Foucault (on Binswanger, and on the madness of Hoelderlin), and discuss literature and art implicitly or explicitly alluded to in *Madness and Civilization*, including Plato’s *Phaedrus*, Erasmus’ *In Praise of Folly*, Diderot’s *Rameau’s Nephew*, Sade’s *Justine*, Nerval’s *Aurelia*, Nietzsche’s *Ecce Homo*, essays by André Breton and Antonin Artaud, and paintings by Bosch, Goya, and Van Gogh. Finally, we review some contemporary commentaries on Foucault by Roland Barthes, Maurice Blanchot, and Jacques Derrida. At the end of the course, we return to *Madness and Civilization*. Does the knowledge we have acquired change our readings of Foucault’s masterpiece?

GLIB 5204  The Modernist Imagination
Spring 2012. Three credits.
Robert Boyers
The word modernism has come to stand for a great range of activities and ideas. Early in the 20th century, it was often used to express an opposition to tradition in the arts, especially to the conventions associated with realism and romanticism. Some influential modernists claimed that new forms of art embodied a quasi-religious force with the capacity to redeem the chaos and nihilism of contemporary culture. Still others viewed modernism more narrowly in exclusively aesthetic terms, praising its commitment to formalism, myth, and irony as an expression of “values only to be found in art” (Clement Greenberg). However understood, modernism is now widely considered a relic. Modernists like Joyce, Kafka, Proust, and Picasso continue to excite critical commentary, but younger artists typically turn elsewhere for inspiration. What was modernism, and what precisely is the nature of its enduring value? To address these questions, the course examines a variety of primary sources by writers like Thomas Mann, Franz Kafka, T.S. Eliot, and Virginia Woolf, and artists like Picasso, Duchamp, and Jackson Pollock; and a smaller number of critical texts by Octavio Paz, Clement Greenberg, Lionel Trilling, and Susan Sontag. We also view and discuss three seminal modernist films: Ingmar Bergman’s *Persona*, Federico Fellini’s 8½, and Jean-Luc Godard’s *The Married Woman*.
explore broader issues of aesthetic and political modernity. We study theoretical texts by Walter Benjamin, Bertolt Brecht, Peter Bürger, Michael Holquist, Harriet Murav, Caryl Emerson, James Rice, Rene Girard, Alice Crary, Rose Rejouis, Emmanuel Levinas, and Gary Saul Morson.

Michael Holquist, Harriet Murav, Caryl Emerson, James Rice, Rene Girard, and some of the more provocative readings it inspired, including those of Paul Kottmann, Rose Rejouis, Emmanuel Levinas, and Gary Saul Morson.

The prominent place of Marcel Proust's *In Search of Lost Time* in the literary canon belies the content of the work itself. One way to summarize the book is to describe it as the story of Marcel's vocation as a writer or, more accurately, a reader of books, people, and experiences. This seminar focuses on the historical and cultural contexts with which Proust's novel engages and some of the more provocative readings it inspired, including those of Walter Benjamin, Bertolt Brecht, Peter Bürger, and Georg Lukács.

The avant-garde movements of the early 20th century ushered in the revolution on many fronts: in the arts, in political values, and in a thinking itself. In this course, we examine central literary and artistic works of the European avant-garde, studying the Italian futurism, German expressionism, Dada, and French surrealism. At the heart of the course is an inquiry into the crucial nexus of art and politics. What constitutes the central critiques made by the various avant-garde movements? In what ways did these movements promote social and political change? What legacy have they left on our thinking today? Finally, what can we make of the complexities of the avant-garde? How can we understand the futurists' leaning toward fascism, the anarchist stance of Dada, and the gender violence found in much expressionist art and literature? Attention is paid to the visual and verbal arts: we read poetry, prose, and drama, as well as manifestoes and political tracts by André Breton, Leonora Carrington, Franz Kafka, Mina Loy, F.T. Marinetti, Tristan Tzara, and Frank Wedekind, and others. We view slides of painting, photography, photomontage, and performance art. We study theoretical texts by Walter Benjamin, Bertolt Brecht, Peter Bürger, and Georg Lukács.

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Since the end of World War II, art in New York City has been animated by powerfully conflicting tendencies: romanticism vs. empiricism; abstraction vs. representation; spontaneity vs. reflection; nihilism vs. tradition; the artist vs. the public. New York’s melting pot excitement gave a new kind of weight, thrust, and velocity to debates with their origins in Europe, and the dialectic in all its variety—ranging from Hegelian idealism to Kierkegaard’s “either/or” to Hans Hofmann’s “push and pull,” was shaping the artist’s sense of self and society in the rush-hour city of the postwar years. This course is a reading of American art since 1945 focused on five themes, each tied to a specific period.

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**Cultural Studies**

**GLIB 5104 The Concept of Culture**  
Fall 2011. Three credits.  
**Elzbieta Matynia**  
The preoccupation of social thinkers with the phenomenon of “culture” long antedates J. G. Herder’s remark that “nothing is more indeterminate than this word,” and has been widely shared since then by historians, sociologists, and anthropologists. This seminar is addressed to students interested in the history of social thought, the sociology of knowledge, and studies of culture. We explore the main debates surrounding the idea of culture and its development. Whether discussing the Greek notion of paideia, the Romantic ideal of genius, or the historiographic essays of the Annales historians of our own day, we trace the dynamics of two contrasting approaches to culture: 1) the broadly empirical and anthropological approach, and 2) the more narrowly normative “humanistic” approach. The readings, some of them passionate critiques of “culture,” include works by Plato, Aristophanes, Vico, Rousseau, Herder, Goethe, Marx, Ferdinand de Saussure, Sigmund Freud, Fernand Braudel, J. Heuzinga, Ernst Cassirer, Mikhail Bakhtin, Kwame Anthony Appiah, and Samuel Beckett.

**GLIB 5819 The Situationists**  
Spring 2012. Three credits.  
**McKenzie Wark**  
They were perhaps the last of the great avant gardes, in the tradition of dada, the futurists, the surrealists, and, like those predecessors, their approach to art and life was total and uncompromising. They open a revealing perspective on postwar art, writing, and culture in general. This course covers the writing, art, and cinema, and the politics of the Situationist International and its interlocutors, offering a perspective on the great debates and conflicts of the 1950s and 60s, many of which resonate today. We look at seminal work by Guy Debord, Asger Jorn, Michele Bernstein, and others. Themes include the end of art, the commodification of everyday life, and the critique of media and modern architecture. Students acquire a thorough knowledge of the post World War II period in these areas from this perspective as we consider how these ideas prefigure many contemporary debates.

**GLIB 5824 New Media Theory**  
Spring 2012. Three credits.  
**Dominic Pettman**  
This course explores an emerging field of interdisciplinary research often referred to as Critical Media Studies or CMS. The title of the course thus contains a dual inflection, meaning both media theory that is “new” and theory that is concerned with “new media.” CMS is situated at the intersection of cultural studies, media studies, science and technology studies, continental philosophy, systems theory, and various schools of thought that follow in the wake of poststructuralism. Objects of analysis include but are not limited to technological environments, memetics, haunted media, biopolitics, posthumanism, virtuality, cybernetics, technics, and temporality. We read Marshall McLuhan, Gilles Deleuze, Jean Baudrillard, Michel Serres, Bruno Latour, Friedrich Kittler, Siegfried Zielinski, Thomas Elsaesser, Niklas Luhmann, Villem Flusser, Bernard Stiegler, Giorgio Agamben, Steven Shaviro, N. Kathryn Hayles, David Wills, Donna Haraway, Elizabeth Grosz, Geert Lovink, McKenzie Wark, Alex Galloway, Eugene Thacker, and Cary Wolfe. These readings are supplemented by occasional films and short stories.

**Studies in Writing and Cultural Criticism**

**GLIB 5112 Methods of Cultural Criticism**  
Fall 2011. Three credits.  
**Melissa Monroe**  
This course focuses on the elements that constitute a strong writing style and the various structural and rhetorical techniques that writers concerned with political and cultural issues use to entertain and outrage, provoke and inspire. We look closely at texts by cultural critics, including Matthew Arnold, Mark Twain, W.E.B. DuBois, H.L. Mencken, George Orwell, Lionel Trilling, Jessica Mitford, Joan Didion, and Edward Said, focusing especially on the relation between form and content. We analyze why authors make the stylistic choices they do and how these choices determine readers’ responses. We also put these lessons into practice: students write several essays for critique and discussion in class.

**GLIB 5822 A History of Film Criticism**  
Spring 2012. Three credits.  
**Molly Haskell, Noah Isenberg**  
This course examines the history of film criticism from its beginnings until today, tracking critical developments both inside and outside the academy, for example, formalism, psychoanalysis, feminism, auteur theory. We also follow the careers of leading film critics, including Sergei Eisenstein, Otis Ferguson, Siegried Kracauer, André Bazin, Manny Farber, Pauline Kael, and Andrew Sarris. Finally, we give considerable attention to the state of film criticism today and the different forms it is taking, such as blogging and internet journals and magazines.

**GLIB 6301 Proseminar in Intellectual History and Cultural Studies**  
Spring 2012. Three credits.  
**Melissa Monroe, James Miller**  
This course is required of all students in Liberal Studies. Students must have a thesis advisor and an approved thesis topic before they can register. An intensive workshop for students writing a master’s theses, the proseminar is organized as an ongoing process of peer review supervised by the faculty. The aim is to create a collective setting that can help students improve their writings and meet the challenge of refining and revising a scholarly essay.

**GLIB 6990 Independent Study**  
Fall 2011, Spring 2012. One, two, or three credits.  
**Staff**  
Students can pursue advanced research on a specific topic guided by a faculty member. Permission of the faculty member is required to register for independent study.

**GLIB 6991 Internship**  
Fall 2011. Three credits.  
**James Miller, coordinator**  
Description TBD.
GLIB 6992  Practical Curricular Training
Fall 2011, Spring 2012. One-half credit.

Staff
Students can receive credit for professional training related to the master's degree. Training should take the form of at least five hours per week of teaching, guided research, or other work relevant to the student's program of study. It may take place at institutions of higher learning, government agencies, or at other sites as appropriate. The student must meet regularly with an advisor and submit a written report at the end of the internship. Grading is pass/fail.

GLIB 6994  Inter-University Consortium
Fall 2011, Spring 2012. One, two, or three credits.
Ellen Freeberg
Description TBD.

RESEARCH CENTERS AND JOURNALS

True to its origins, The New School for Social Research encourages students to work on issues of fundamental importance, such as democracy, human rights, and social policy formation. Some of the school's research centers, and special programs, most of them emphasizing interdisciplinary exploration and debate that reflect on these issues, are described in this section.

CENTER FOR PUBLIC SCHOLARSHIP

In fall 2010, The New School established the Center for Public Scholarship under the direction of Dr. Arien Mack, the Alfred and Monette Marrow Professor of Psychology. The Center is intended to be an intellectual crossroads for the academy, the public, and policy-makers, bringing the best scholarship to bear on critical contested issues of our time. This is a mission rooted in the founding history and ideals of The New School. The Center is also envisioned as a catalyst for new programs at the university, and it receives support not only from The New School for Social Research but from the other divisions of the university and the University Provost.

The activities of the Center for Public Research are multidimensional, including publication of Social Research: An International Quarterly, an award-winning journal, published by The New School since 1934; the Social Research conference series, launched in 1988, which engages experts in public discussion of controversial issues as a way of influencing public policy; the Journal Donation Project, a library assistance program with the mission to create scholarly journal archives in countries where, for political or economic reasons, such resources are lacking (since 1990; currently working in 35 countries); and Endangered Scholars Worldwide, an activist initiative responding to the wrongful imprisonment of researchers and intellectuals all over the world (since 2008). Learn more about the ongoing activities of the Center for Public Scholarship on the website at www.newschool.edu/cps.

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Roberta Sutton, Conference and Event Coordinator
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The Journal Donation Project

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

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

The JDP is currently funded by the Carnegie Corporations for our work in Russia, FSU and Africa; the Atlantic Philanthropies for our work in Vietnam; the Ford Foundation, Newman’s Own Foundation and OSI for our work in Cuba. OSI also funds our work in Myanmar and Turkmenistan.
Past funders also include: The MacArthur Foundation, The Ford Foundation Hanoi, The Soros Foundation, The Andrew Mellon Foundation, United States Information Agency, Smith Richardson Foundation, The Eurasia Foundation, The Christopher Reynolds Foundation, The Samuel Rubin Foundation. Until 1995, the JDP was based entirely on the donation of subscriptions by publishers and editors. In 1996, however, a reduced-cost subscription program, introduced by participating publishers, enabled the JDP to sell journals to libraries at a significantly reduced rate. Currently, almost 200 publishers participate in the project, and the number of publishers continuously increases. JDP libraries receive approximately 5,000 journal subscriptions annually. The total value of the journals sent since 1990 is $20 million. Today, the JDP represents a major international library assistance program, offering more than 4,000 English-language journals to a vast network of libraries. These journals are among the best in the social sciences, humanities, law, public policy, business, medicine, technology, science, agriculture, arts, and architecture. Additionally, nearly 90 percent of the print titles are accompanied by complimentary electronic subscriptions.

For more information, contact:
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Beatrice Wainaina, Program Manager
Journal Donation Project
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New York, NY 10011
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Email: jdp@newschool.edu
Website: www.newschool.edu/cps/jdp

Endangered Scholars Worldwide

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

Our mission recalls and honors the work of The New School’s first president, Alvin Johnson, who in 1933 initiated a historic effort to rescue scholars and intellectuals from the ravages of Nazism in Europe. Some of these refugees became the founding scholars of the University in Exile, constituting what became known as the Graduate Faculty of Political and Social Science, now called The New School for Social Research. A year later, this faculty launched Social Research in keeping with Johnson’s conviction that every true university must have its own public voice.

ESW was founded in 2008 by Arien Mack, in response to the wrongful imprisonment of a New School colleague and Social Research author. Initially a regular feature in Social Research (more information on page 66 of this catalog), ESW now includes a web site with sample letters and petitions in support of imprisoned students, researchers, and scholars; periodic events designed to call the public’s attention to the plight of endangered and imprisoned scholars around the world; and the University in Exile Scholar-in-Residence Fellowship.

University In Exile
Scholar-In-Residence

In 2009, building on the energy generated by Endangered Scholars Worldwide and in commemoration of the 75th anniversary of the University in Exile, The New School established a fellowship to provide a temporary academic home in the United States to a foreign scholar who faces persecution in his or her home country. This program has been made possible by a three-year gift from a member of The New School’s board of trustees and by the Scholar Rescue Fund. For more information or to make a donation to the Scholar Rescue Fund, contact: Professor Arien Mack, Director, Center for Public Scholarship, The New School for Social Research, 80 Fifth Ave., 7th floor New York, NY 10011; email cps@newschool.edu.

CENTERS FOR ATTACHMENT RESEARCH

The Center for Attachment Research, established in 2004 is engaged with the application of attachment theory to research questions concerning child, parent, and family development. The center’s activities involve faculty and students in several departments of The New School for Social Research and other graduate and undergraduate programs of the university, as well as ongoing collaborations consultants and colleagues in New York City and around the world. The research team of 50 students includes undergraduates at Eugene Lang College The New School for Liberal Arts and graduate students at Parsons The New School for Design. Students are brought into the work of CAR on an “apprentice” model, that is senior students are directly involved in supervising their junior colleagues. Recent and current major projects of the center include research into effectiveness of Group Attachment Based Intervention (GABI) provided to vulnerable mothers, supported by and in affiliation with the Early Child Care Center at the Albert Einstein College of Medicine; an assessment of children’s understanding of emotion and their theory of mind using a measurement tool developed by Professors Miriam and Howard and closely connected with the New School affiliated Chelsea I Have a Dream afterschool program, where a cohort of children has been followed longitudinally since 2005; the Body and Attachment group, which brings together senior clinicians, including colleagues from the Women’s Therapy Center Institute to investigate intergenerational transmission of body representation from mothers to daughters; and research into the use of video-film feedback as an adjunct to therapeutic work with parents and families. For more information about CAR projects, visit the website, www.newschool.edu/nssr/center-forattachment-research and www.attachmentresearch.com/.

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HANNAH ARENDT CENTER

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

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HUSSERL ARCHIVES

Established in 1966 in the Department of Philosophy in memory of Professor Alfred Schutz, the HUSSERL Archives is a research center devoted to phenomenology and phenomenological philosophy and specifically the life and work of Edmund Husserl. The center possesses copies of the collected transcriptions of Husserl’s unpublished writings (made from the originals in the Husserl Archives in Leuven, Belgium). The center’s activities include organizing research groups, summer schools, seminars, and Internet projects. Since 2003, the Department of Philosophy has sponsored an annual seminar connected to the Husserl Archives that brings together international scholars and advanced students to present and discuss their work in the field of phenomenology, including discussions of unpublished materials from the archives and from texts newly published in Husserliana. For more information about the HUSSERL Archives and current related projects, visit the website at www.newschool.edu/gf/phil/husserl.

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INTERNATIONAL CENTER FOR MIGRATION, ETHNICITY, AND CITIZENSHIP

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

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JANEY PROGRAM IN LATIN AMERICAN STUDIES

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

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**Schwartz Center for Economic Policy Analysis**

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

SCEPA’s leadership includes Director Teresa Ghilarducci, a leading expert on retirement security; Will Milberg, chair of the economics department and a national expert on supply chains and labor market outcomes; Senior Fellow Jeff Madrick, an internationally known author and journalist, and editor of *Challenge* magazine; and economist and statistician Joelle Saad-Lessler, an expert in econometric modeling, statistical programming, and data analysis.

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

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

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**Transregional Center for Democratic Studies**

Along with lectures, events and conferences, the semiannual “TCDS Bulletin, visiting scholars, and TCDS’s vibrant virtual community and Electronic Learning Network, TCDS’s flagship project the Democracy & Diversity Institutes, held every summer in Poland since 1992 and every winter in South Africa since 1999. In these intensive three-week programs, up to 40 young scholars and civic leaders from around the world engage through discussion and debate in a rigorous quest for a deeper and more textured understanding of the challenges to democracy in the contemporary world. Institute faculty members are drawn from The New School and universities in the host region. Students from The New School for Social Research can receive course credit for two seminars from the four offered at each institute. Participation has proved to be a deeply transformative experience both personally and professionally for many. TCDS now has an extensive and active alumni network of 1500 individuals more than active in over 75 countries in academia, government, and civil society.

Wroclaw, Poland: In July 2009, building on the success of our Krakow Democracy & Diversity Institute (1992-2008), TCDS moved the institute to Wroclaw, Poland (formerly Breslau, Germany). The new institute, located in a city of rich multicultural roots in the borderland between Western and Eastern Europe, offers a fresh venue for the exploration of pressing issues of migration, borders, and social and political integration and cohesion in transnational Europe.

Joburg, South Africa: In January 2012, TCDS is moving the Cape Town Democracy & Diversity Institute (1999-2009) to Johannesburg, South Africa. Like the move from Krakow to Wroclaw, Johannesburg will offer a vibrant new setting for the examination of similar issues in Southern Africa and beyond.

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**JOURNALS**

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

This international peer-reviewed quarterly publishes the very best in contemporary political and social theory. Its editorial perspective is rooted in the Frankfurt School tradition of critical theory, but it brings together a plurality of perspectives, including those from the Continental and Anglo-American traditions. *Constellations* publishes articles by internationally-known scholars and interesting newcomers. Notable contributors have included Seyla Benhabib, Pierre Bourdieu, Jacques Derrida, Jürgen Habermas, David Held, Axel Honneth, and Ernesto Laclau. Twice a year, the journal staff hosts editorial meetings on topics of academic and political policy interest, which graduate students are welcome to attend. To learn more and submit articles for publication visit the *Constellations* website hosted by the publisher, Wiley-Blackwell.

Editors: Andrew Arato, Andreas Kalyvas, Amy Allen
Managing Editor Ian Zuckerman

**International Journal of Politics, Culture, and Society**

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

Editors: Jeffrey Goldfarb, Elzbieta Matynia, Vera Zolberg
Managing Editors: Lindsey Freeman, Arun Hsiao, Jeffrey Zimmerman

**The New School Psychology Bulletin**

This semi-annual is an open-access, peer-reviewed scholarly publication edited by graduate students and dedicated to publishing graduate students’ academic writing. It was launched in 2003 by the Department of Psychology to encourage graduate students at The New School for Social Research to publishing and peer-review as part of their professional training. The journal aims to foster the scientist-practitioner model by highlighting the diverse empirical research being conducted by students in all fields of the psychology discipline. Articles selected for publication include original research, empirical literature reviews, and critical commentary. For more information and to submit articles for publication, visit the website, www.nspb.net.

Editors: Hali Wood, Ingmar Gorman

**The New School Philosophy Journal**

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

Editorial board: Erick Raphael Jimenez, Robin Muller

**Graduate Faculty Philosophy Journal**

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Telephone 212.229.5426 x4916

**International Journal of Politics, Culture, and Society**

The New School for Social Research
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Email: ijpcs@newschool.edu
Telephone 212.229.5737

**The New School Psychology Bulletin**

Department of Psychology, The New School for Social Research
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Social Research: An International Quarterly

An award-winning journal, Social Research: An International Quarterly has been mapping the landscape of intellectual thought since 1934. Most issues are theme-driven, combining historical analysis, theoretical explanation, and reportage by some of the world’s leading scholars and thinkers. Articles cover the social sciences and humanities, thus promoting the interdisciplinary aims that have characterized The New School for Social Research since its inception.

The journal’s conference series was launched in 1988 by Professor Arien Mack, who has edited Social Research since 1970. Presented in conjunction with the Center for Public Scholarship, Social Research conferences aim to enhance public understanding of critical and contested issues by exploring them in broad historical and cultural contexts. The proceedings of all conferences are subsequently published as special issues of the journal.

Since 2008, each issue of Social Research has included “Endangered Scholars Worldwide,” a feature devoted to publicizing the names of scholars and students around the world who have been unjustly imprisoned. We provide information about their plights and the actions that can be taken on their behalf, and include both new cases and updates on the scholars whose cases we are tracking. We urge our readers and the public to voice their support for these endangered and imprisoned academics by writing letters and signing petitions, both available on our website.

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80 Fifth Avenue, 7th Floor
New York, NY 10011
Telephone: 212.229.5776 Fax: 212.229.5476
Email: socres@newschool.edu
Website: www.socres.org

ADMISSION

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

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

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

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

www.newschool.edu/admission

Office of Admission
Merida Escandon, Director
Robert MacDonald, Director
Henry Watkin, Associate Director
Anita M. Christian, Assistant Director
Coralee M. Dixon, Assistant Director
Sharon Greenidge, Assistant Director
Harold Respass, Admission Counselor
Matt Morgan, Admission Counselor
Naomi Spencer, Office Manager

Contact Information
For more information about The New School for Social Research, add your name to our mailing list or contact
New School for Social Research liaison Henry Watkin, Associate Director (WatkinH@newschool.edu)
Office of Admission
The New School for Social Research
72 Fifth Avenue, 3rd Floor
New York, NY 10011
phone: 212.229.5710 or 800.523.5411 (toll free in the U.S.)
fax: 212.989.7102
email: socialresearchadmit@newschool.edu
Hours: Monday–Thursday, 9:00 a.m.–6:00 p.m.; Friday, 9:00 a.m.–5:00 p.m. Closed for university holidays and on Fridays from mid-June to mid-August.
Readmission

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

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

Application forms and instructions for readmission are available online. Regular admission policies and deadlines apply.

APPLICATION PROCEDURES AND POLICIES

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

All applicants to The New School for Social Research must provide three letters of recommendation, preferably instructors with whom the applicant has previously studied, official transcripts from every college and university previously attended, and a sample of academic writing, all of which are described in detail in the online application instructions.

Applicants who are U.S. citizens or permanent residents are required to take the Graduate Record Examination (GRE), General Test only (subject tests are not required). Educational Testing Service (ETS) should report the GRE score to institution no. 2501, The New School for Social Research. Exception: Applicants who who received their bachelor's degree (or equivalent) five or more years prior to applying are are not required to take the GRE.

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

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

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

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

Applicants With Foreign Credentials

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

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

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

English Language Competency

All applicants must complete all correspondence and forms in English.

TOEFL Requirement: All international applicants except citizens of the UK, Ireland, Australia, New Zealand, Canada, or South Africa whose native language is English must provide a score report for the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service (ETS). The TOEFL score report must be submitted directly to The New School by ETS—the institution code for The New School for Social Research is 2501. A minimum score of 100 on the iBT, 250 on the computer-based exam, or 600 on the paper-based exam is required for admission to graduate study. Applicants who have taken the Cambridge International English Language Testing System (IELTS) examination may submit this result in lieu of TOEFL if the aggregate IELTS score is 7.0 or above. Previous education at an institution where the language of instruction is English, whether in the United States or abroad, does not exempt a student from the TOEFL requirement.

English Language Writing Diagnostic Examination: Students whose native language is not English, regardless of their TOEFL scores, must take a short writing placement test after they first arrive at The New School. Depending on the results of the examination, they may be required to take one or two semesters, at no cost, of a noncredit academic writing course. Note: Students who have been exempted from this course often choose to audit it.

Visiting Students

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

Non-Degree Students

Students not matriculated in a degree program at The New School who wish to register for courses at The New School for Social Research must apply for admission as non-degree students. The non-degree application form and instructions are available online at www.newschool.edu/nssr under Admission and Apply. A student in non-degree status may not register for more than two consecutive academic terms and is limited to two courses in any one term and three courses altogether (two in one term and one in another). Non-degree registration for any 6000-level course requires pre-approval from the course instructor. Non-degree students register for courses through the Office of Admission (socialresearch@newschool.edu or 212.229.5710).

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

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

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

Qualified undergraduate students at any division of The New School may, with permission of advisors from both divisions, take selected graduate-level courses for credit toward their bachelor’s degrees. Students at Eugene Lang College, The New School for Liberal Arts and the New School for Public Engagement Bachelor’s Program can accelerate the process of earning a master’s degree in anthropology, economics, philosophy, politics, psychology, sociology, historical studies, or liberal studies at The New School for Social Research by entering a combined bachelor’s/master’s program. For more information about possible degree combinations, visit www.newschool.edu/deginfo/dualdegrees-dualmajors.pdf. Qualified students can apply for bachelor’s/master’s status after successfully completing 60 credits. If accepted into a dual-degree program, the student can take up to 12 credits in approved graduate courses that will count toward the total credits required for a bachelor’s degree. After receiving the bachelor's degree, the student applies and is admitted to graduate study, the same 12 credits can be applied toward the master’s degree. In no other case will graduate credit be awarded retroactively for graduate-level courses taken as an undergraduate. A grade of 3.0 or above is required to transfer credits for any course.

The student must petition to transfer the 12 swing credits after matriculating in the master’s program. BA/MA students are expected to go directly into the master’s program. Students are allowed a break of not more than two semesters between finishing the BA and starting the MA, and the graduate credits earned at the undergraduate level are included in the five-year time limit for completion of the master’s degree.
Transferring Credits from Other Institutions

The New School does not transfer grades or grade points from other institutions. Credits only are transferred. Evaluation of transfer credit for undergraduate degree students is handled through the Office of Admission. The Office of the Registrar will post approved transfer credit to the student’s transcript. Graduate students file a Transfer of Credit Petition available at the registrar’s office after they are matriculated at The New School. For specific policies of The New School for Social Research, see Academic Programs and Policies (page 7).

Immunization Requirements

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

FINANCIAL INFORMATION

Tuition is charged per credit. The 2011–2012 tuition for courses at The New School for Social Research is $1,720 per credit. The charge to maintain status is $1,100 per semester. The fee to audit a course is $75 per credit. Most courses require the purchase of books. In some cases, students will incur additional costs for necessary materials or equipment. In addition:

- All registered students must pay the University Services Fee of $130 per academic term. This fee covers registration services, ID, access to libraries and university computer centers, and transcripts of record, among other services.
- A fee of $5 per semester supports the Student Senate.

In fall and spring terms, students are charged a Health Insurance fee ($828 for fall 2011; $1225 for spring 2012) and a Health Services fee ($285 per semester in 2011–2012). Graduate students may waive these fees by completing the Online Waiver form by the waiver deadline.

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

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

STUDENT FINANCIAL SERVICES

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

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

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

Need-Based Scholarships and Grants

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

Loans
William D. Ford Direct Student Loans
William D. Ford Direct Parent Loans for Undergraduate Students (PLUS)
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 (OVR). Other states have similar programs. Depending on the state, a student may receive half the cost (or more) of yearly expenses. For information and application, contact the New York Department of Vocational Rehabilitation (or other state equivalent) directly. Students approved by for assistance by a state vocational rehabilitation program must also meet all other entry requirements of The New School.

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

How to Apply for Financial Aid

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

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

Estimated Cost of Attendance and Determining Eligibility

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

Typical School Year Expenses (based on the 2011–2012 Academic Year)

Full-Time On-Campus Resident

Tuition: $30,960
Based on 9 credits in fall term and 9 in spring term.
(Additional credits are charged at $1,720 per credit.)
University Services Fee $260
Student Senate Fee $10
Student Health Insurance $2,053
Health Services Fee $570
Room** $12,260
Board** $3,000
Personal Expenses** $1,550
Transportation** $936
Books and Supplies** $920
TOTAL $52,519
*Average; campus housing charges vary (includes the annual nonrefundable $250 deposit).
**Estimates; actual expenses will vary.
Maintaining Eligibility for Institutional Financial Support

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

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

Federal Income Tax Information

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

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

FELLOWSHIPS, SCHOLARSHIPS, ASSISTANTSHIPS, AND OTHER AWARDS

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

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

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

Teaching Assistantships

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

Prize Fellowships

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

Dean’s Fellowships

In most year’s, The New School for Social Research awards at least one Dean’s Fellowship in each department to an incoming student of distinguished record. The fellowship provides full tuition and is renewable for two years (MA students), three years (PhD students), or five years (clinical psychology PhD students) subject to annual review. In 2003, the Dean’s Fellowship in Philosophy was named the David Whitaker Memorial Scholarship in Philosophy in memory of the late David Whitaker, a gifted philosophy doctoral student and a valued university employee.
University Fellowships
A small number of fellowships, providing full tuition support for one year, are awarded to students who have completed at least one semester at The New School for Social Research in recognition of outstanding academic work. University Fellowships are awarded annually by the Committee on Admissions, Awards, and Scholarships.

Statute Foundation Fellowships in Clinical Psychology for Immigrants and Refugees
The Statue Foundation awards fellowships to students newly admitted to or already studying in the doctoral program in Clinical Psychology. Applicants must be immigrants or refugees in the United States find it impossible, for any number of reasons, to obtain equivalent training and education in their home countries. In addition, students supported by Statue Foundation Fellowships are expected to contribute to the education of fellow students and faculty about the experiences of refugee and immigrant communities, including cultural and other transition issues for immigrants and refugees; the impact of poverty, racism, and prejudice; survival guilt; and the psychological effects of torture. For students nearing completion of their courses, this should include helping to organize and participating in seminars and other events dedicated to refugee and immigrant issues. Recipients are also be encouraged to collaborate with the faculty to develop treatment approaches that are culturally sensitive address specific concerns and issues of the recipients’ own communities. Preference is given to applicants and degree candidates who have demonstrated their commitment to working with or helping immigrant communities or refugees.

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

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

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

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

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

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

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

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

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

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

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

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

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

The Moshe Sarcon Fellowship in honor of 13-year-old Moshe Sarcon, 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 Katzenelson Fellowship
The New School Board of Trustees established this fellowship in 1990 in honor of Ira Katzenelson, dean of The New School for Social Research (then the Graduate Faculty of Political and Social Science) from 1983 to 1990. This fellowship is awarded annually to one student in the division in recognition of outstanding academic achievement.

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

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

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

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

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

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

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

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

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

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

**Fellowships and Scholarships for International Students**

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

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

**Vera G. List Fellowship**
This fellowship is named for late 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.

**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.

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

**Vera G. List Fellowship**
This scholarship is awarded annually to a student in any program at The New School for Social Research.

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

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

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

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

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

**Raoul Wallenberg Memorial Scholarship**
Established in memory of Raoul Wallenberg, a Swede who saved the lives of thousands of Hungarian Jews during World War II, this scholarship is awarded annually to a student in any program of university who is Swedish or of Swedish descent. If the award is made through The New School for Social Research, the scholarship is awarded at the time of admission and provides partial support for one year of study.
Ruth Westheimer Fellowship
This fellowship was established in 1991 by Dr. Ruth Westheimer in gratitude for the assistance she received as a New School student in the 1950s. The award is made annually to an international student in any program of The New School for Social Research to cover part of the cost of tuition. Preference is given to students who, like Dr. Westheimer, have come to the United States seeking intellectual and personal freedom.

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

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

Teaching Fellowships
A limited number of teaching fellowships are available for doctoral candidates to teach undergraduate courses at Eugene Lang College The New School for Liberal Arts, Parsons The New School for Design, and The New School for Public Engagement. The application deadline is normally in October for following academic year. Fellowships are awarded on a competitive basis. Specific information about positions and application procedures is made available by Office of Student Academic Affairs each September.

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

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

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

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

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

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

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

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

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

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

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

Arthur J. Vidich Dissertation Fellowship
This fellowship was established in 2008 in memory of Professor Arthur J. Vidich to benefit students working on dissertations in Sociology, with priority consideration given to those pursuing topics that were of interest to Dr. Vidich, including community studies, modern bureaucracies, and culture and politics, particularly those whose research requires fieldwork.
Commencement Awards
The New School for Social Research grants the following awards annually at commencement for outstanding academic achievements in several areas of study. Students are nominated by their departments and winners are selected by the Committee on Admissions, Awards, and Scholarships.

• Outstanding MA Graduate Awards (given by each department)
• Distinguished Alumni Award
• Hannah Arendt Memorial Award in Politics
• Stanley Diamond Memorial Award in the Social Sciences
• Edith Henry Johnson Memorial Award in Economics, Civic Affairs, and Education
• Hans Jonas Memorial Award in Philosophy
• Alfred J. Marrow Memorial Award in Psychology
• Irvin Rock Memorial Award in Psychology
• Albert Salomon Memorial Award in Sociology
• Alfred Schurz Memorial Award in Philosophy and Sociology

• Frieda Wunderlich Memorial Award for an outstanding dissertation by an international student

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

The office maintains information on private and public grants and external financial assistance programs. Most of these programs support graduate students’ research, although some will support students engaged in course work. Application deadlines are frequently advertised by Student Academic Affairs via group emails and in their newsletter, GRADFActs. In every issue, GRADFActs lists grant and fellowship deadlines, opportunities for summer and overseas study, and similar information.

All students at The New School for Social Research have access to the Sponsored Programs Information Network (SPIN), a database of private and government funding sources for students and faculty. SPIN currently contains information on more than 1,200 different sponsoring agencies in the United States and abroad, which together offer more than 11,000 separate funding opportunities.

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

Contact information:
Student Academic Affairs
6 East 16th Street, room 1007
212.229.5712

Orientation of New Students
Each year Student Academic Affairs in conjunction with the university’s Office of Student Development and Activities coordinates orientation activities for new students at The New School for Social Research. An Orientation Guide is mailed to new students in advance of fall and spring semester registration to acquaint them with the university and enable them to schedule events. A separate Student Handbook is available from Student Academic Affairs at the start of the academic year.

Fall orientation activities begin during registration week and continue during the first few weeks of the new academic year. Orientation events include meetings about the registration process, financial aid, and student services; panel discussions on graduate study; workshops on building academic communities, teaching, and other professional opportunities and on issues particular to students of color; tours of university facilities and library and computing center orientations; and an orientation for international students focusing on immigration and naturalization issues and international student services. In addition, students are invited to the University Convocation, the President’s Reception, and the Dean’s Reception for faculty, students, and staff. The school’s Student Senate usually schedules an event as well. An orientation meeting is held during the first week of spring semester for new students beginning study at that time.

COMMUNICATION WITH STUDENTS

MyNewSchool
MyNewSchool is the university’s customizable web portal located at my.newschool.edu. Through a single secure sign-on process, students are able to access their university e-mail account, view and make changes to their student records, participate in online courses, receive personal and campus announcements, explore library resources, and much more. Most student business is transacted online through mynewschool, including registering for classes, verifying financial aid awards, making payment arrangements, and viewing final grades. New students are notified when their mynewschool account has been established.

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.
The GRADFACTs electronic newsletter is published monthly during fall and spring semesters by the Office of Student Academic Affairs and distributed to all students in The New School for Social Research via email. In addition to news about academic events such as faculty appointments, conferences, lectures, student activities, etc., it is the best source of up-to-date information about academic deadlines, policy changes, funding opportunities, career services, and other university news. Recent editions of GRADFACTs are posed online at www.newschool.edu/students/nssr.

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

The GRADFACTs electronic newsletter is published monthly during fall and spring semesters by the Office of Student Academic Affairs and distributed to all students in The New School for Social Research via email. In addition to news about academic events such as faculty appointments, conferences, lectures, student activities, etc., it is the best source of up-to-date information about academic deadlines, policy changes, funding opportunities, career services, and other university news. Recent editions of GRADFACTs are posted online at www.newschool.edu/students/nssr.

STUDENT GOVERNMENT

The Graduate Faculty Student Senate (GFSS) represents students’ interests within the division across departments and is the student liaison to the dean and administration of The New School for Social Research. Students are elected to the GFSS by department. Members of the GFSS represent the students of the division on various internal and university committees. The student senate also oversees the Student Fee Board, which allocates funds to students who present at academic conferences and publishes the student journal, Canon.

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

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

University Student Senate

The University Student Senate (USS) is the official university student government of The New School. Student senators are elected by the matriculated students of each academic division. The number of senators from each division is determined by the enrollment of that division. Elections are held in April for the following school year. The USS represents students’ concerns to administration, plans university-wide events, makes suggestions for improving the university, helps with student orientation, works with the provost and deans on academic planning, represents the students on university-wide committees, and works generally to ensure that the student experience at The New School is positive. The USS meets two or three times a month; the schedule is posted on the Student Senate website. Meetings are open to all students, and students are encouraged to bring their concerns or ideas to USS meetings. Visit www.newschoolsenate.org/ for more information.

GRADUATE STUDENT ASSOCIATIONS

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

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

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

Recognized Student Organizations

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

CAREER SERVICES

The Office of Student Academic Affairs works with graduate students to help them understand and respond to needs and requirements of academic and nonacademic job markets. This includes useful information about the job search process including networking, interviewing, and negotiation techniques. The office also offers assistance with writing curriculum vitae and résumés and cover and follow-up letters. The office offers workshops on where and how to find teaching jobs while working on a graduate degree and entering the academic job market after graduation. Guest speakers and other events introduce students to relevant employment outside of academia for people with advanced degrees in philosophy and social sciences.

The office publishes job listings for both short-term and long-term assignments, professional positions, “survival” jobs, and internships, as well as information about external funding opportunities. More general information and assistance, including an online jobs database hosted by College Central, is available from the University Office of Career Development (see Facilities and Resources below).

Dossier Service

The Student Academic Affairs dossier service keeps a file of letters of recommendation for PhD students. This file is useful when students and graduates are applying for teaching positions and other professional employment. The maintenance of the dossier file ensures both the confidentiality of students’ letters of recommendation and prompt distribution of credentials on request at a low cost. The service makes it easy to send reference letters to multiple institutions and potential employers. Only the PhD students are eligible to use the dossier service. Email gdossier@newschool.edu for more information.
UNIVERSITY STUDENT SERVICES

New School Student Services offers workshops, lectures, events, and programs that enrich each student's academic experience at The New School and reflect the university's diverse student population. It brings together students from all the university's divisions to build a community dedicated to the principles of fairness, civility, and diversity. Students are encouraged to become involved in student organizations and other leadership programs. Student Services also offers a recreation program and a health education program. Offices include:

- Student Housing and Residence Life
- International Students Services
- Student Disability Services
- Student Rights and Responsibilities
- Career Development
- Intercultural Support
- Student Development
- Recreation and Intramural Sports

To find out more about Student Services, visit www.newschool.edu/studentservices.

Food Services

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

Campus Crime Reporting and Statistics

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

Student Health and Counseling Services

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

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

Student Health Insurance

The university offers students a comprehensive health insurance plan that includes coverage for emergencies, hospitalization, and regular outpatient visits. The Student Health Insurance Plan provides easy access to health care services locally, nationally, and globally. For complete information about the Student Health Insurance Plan, visit www.newschool.edu/studenthealthinsurance.

Waivers: Students may be eligible to decline the insurance plan by submitting an Online Waiver Form before 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 the Student Health Services section of the university website.
**International Student Services**

This school is authorized under federal law to enroll nonimmigrant alien students. All international students are required to attend an orientation and check in with International Student Services at the beginning of each academic year. The office checks documents to see that students have been properly admitted into the United States and reviews their rights and responsibilities and government regulations.

The mission of International Student Services is to help international students from other countries reach their full potential and have positive experiences at The New School. Along with the rest of the university community, International Student Services promotes diversity and respect for cultures from all over the world. The office offers workshops, handouts, and other programs, as well as advice and support. Every international student has access to one-on-one advising. For more information, please visit www.newschool.edu/studentservices/international.

**Student Disability Services**

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

**Intercultural Support/HEOP**

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

**Social Justice Committee**

The Office of the Provost, committed to making social justice one of The New School’s top priorities, has established a university-wide Social Justice Committee to guide The New School’s efforts to promote a sense of inclusion and fairness among the many social identities, life experiences, intellectual approaches, and personal beliefs represented in our community.

A concern for social justice is central to the way in which many understand and relate to The New School. This impulse can be traced in the history of our divisions and programs, which have been concerned with providing access to higher education for working people, serving as a haven for scholars at risk, devising policies that promote equity and democratic governance, designing for democratic participation and social change, and contributing to the public discourse on economic development. For more information, visit www.newschool.edu/provost/social-justice.

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**UNIVERSITY RESOURCES AND FACILITIES**

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

**Libraries**

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

**New School Libraries**

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

**Research Library Consortium Libraries**

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

**Blackboard**

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

**University Writing Center**

The University Writing Center helps students become better expository writers, offering individual tutoring sessions in every phase of the writing process, from brainstorming ideas to developing an outline or rough draft to revising and editing. In addition, the Center provides mathematics tutoring, ESOL support such as speech and pronunciation, and tutoring in graduate-level academic writing for students enrolled in MA and PhD programs.

The Writing Center works both by appointment and on a walk-in basis. All sessions start on the hour and are 50 minutes long. To schedule an appointment or for more information visit www.newschool.edu/writingcenter.
Computing Facilities

Students have access to the latest technology in the labs and work spaces operated by the office of Academic Technology. For locations of facilities and hours of operation, visit www.newschool.edu/at. Features include:

- Mac and Windows open labs with printers
- Computer-equipped presentation classrooms
- Advanced video, audio, Web, print design, 2D and 3D modeling and animation programs
- Research, statistics, and Microsoft Office software
- Private editing suites, an AV recording studio, and a voiceover studio
- Print output center for photographic quality standard and large-format printing
- Speciality scanners (oversized, slide, film, and drum)

Questions about AT labs, the equipment center, the print output center, and AT-supported presentation classrooms should be directed to the Academic Technology staff: Email at@newschool.edu or call 212.229.5300 x4538.

Wireless

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

University Help Desk

The University Help Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues. Contact the Help Desk Monday–Friday, 8:30 a.m. to 5:30 p.m.
Telephone: 212.229.5300 x2828
Email: helpdesk@newschool.edu

Other Resources

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

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

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

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

REGISTRATION AND RECORDS

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

REGISTRATION PROCEDURES

Registration procedures at The New School vary by division. Refer to the Registration Information website, www.newschool.edu/eginfo, for detailed registration instructions for each division and other relevant policy information.

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

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

Student Financial Services emails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered and will not receive credit for courses not appearing on the schedule. Registration is not complete until payment or payment arrangements have been made.

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

Registration Holds

In the event that a student fails to satisfy requirements for documentation or payment, the appropriate university office will place a hold preventing further registration. Students should check MyNewSchool at least two weeks prior to registration to see if any holds have been placed on their account. MyNewSchool will indicate the type of hold and the appropriate office to contact to resolve the hold. The deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition or late fees, or for failure to submit vaccination forms).

Full-time and Half-time Status

For graduate degree students, full-time status is defined as enrollment in a minimum of either 9 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 undergrad aid awards, are advised that such programs may require 12 credits for full-time status. It is the student’s responsibility to meet the full-time status requirements as defined by each external source of funds.
Adding, Dropping, and Withdrawing from Courses

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted to the Office of the Registrar through MyNewSchool or in person. No course change is effective until this step is complete. There is a financial penalty for dropping classes once the term has begun. However, if a student adds equivalent credits on the same day, the penalty is waived. See the University Refund Schedule for more information. Deadlines for adding, dropping, and withdrawing from courses are as follows (see the Academic Calendar for the exact dates for each academic term):

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

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

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

Pass/Fail Option

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

Auditing Courses

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

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

Refund Schedule and Policies

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

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

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

University Refund Schedule for Degree Students

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

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

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

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

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

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

Accepted forms of payment: Payment may be made by Visa, MasterCard, Discover, American Express, check (US funds only), money order, travelers check, cash (in person only), and wire transfer (see instructions below).

Students are encouraged to make payment online at MyNewSchool for timely, accurate, and secure posting. Online payment may be made using a U.S. checking or savings account, or Visa, MasterCard, Discover, or American Express credit cards.

Wire Transfer: For information on how to wire transfer funds to The New School, please sign on to MyNewSchool (click the “Student” tab, then in the “Student Financial Services” channel, click “Wire transfer information”).

Students who do not have access to MyNewSchool, please email Student Financial Services for instructions. Only students who have been admitted and deposited can send funds by wire.

Late Registration and Late Payment Fees

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

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

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

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

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

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

Late Fee Appeal Committee

c/o University Registrar

The New School

79 Fifth Avenue, 5th floor

New York, NY 10003

Reenrollment and Readmission Fees

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

Monthly Payment Plan

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

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

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

The plan is interest free and there is a $55.00 enrollment fee per semester. Payment for the fall five (5) month plan begins on August 1, and payment for the fall four (4) month plan begins on September 1. Payment for the spring five (5) month plan begins on January 1, and payment for the spring four (4) month plan begins on February 1. Enrollment is through MyNewSchool.

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

Deferral of Payment for Approved Financial Aid

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

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

For additional information, contact Student Financial Services.

Deferral of Payment for Employer Reimbursement

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

The authorization letter must show a current date and must include the student's full name (and, if available, the student's New School ID number), the amount to be reimbursed, the academic term for which the charges will be covered, the signer's address and telephone number, and the specific terms for reimbursement (either contingent on receipt of grades or else billable upon registration; see below). Any portion of charges that the employer has not agreed to pay may not be deferred. Registered degree students may fax the forms (instructions below). Nonmatriculated students must submit the forms with their registration.
A registered degree student must submit the authorization and the deferment forms to Student Financial Services by the appropriate payment due date in order to avoid the late payment fee. A nonmatriculated (general credit, noncredit, or certificate) student must submit the authorization and deferment forms with his or her registration.

Authorization letters and forms should be faxed to 212.229.8582, mailed to The New School, attention Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003; or brought in person to the cashiering office at 72 Fifth Avenue. Payment may be made online at MyNewSchool.edu by ACH or credit card, or by faxing a credit card authorization along with the deferral form to 212.229.8582. Payment of all charges is the responsibility of the student. The student is liable for any and all deferred charges that the employer does not pay for any reason. The student’s liability is not contingent on receiving grades, receiving passing grades, or completing courses. For answers to questions regarding employer reimbursement, email sfs@newschool.edu or call 212.229.8930, option 2.

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

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

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

Refund Schedule and Policies
In the event of early withdrawal, a percentage of tuition will be refunded (see University Refund Schedule below). Refunds will be granted only after the official withdrawal procedure has been completed or the university determines the student is no longer enrolled. Refund processing takes approximately four weeks.

University Refund Schedule for Degree Students

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<th>Courses dropped</th>
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Fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract.

The above percentages will be applied to the number of credits dropped and the tuition will be recalculated based on the new credit load. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Student financial aid may be affected when a student withdraws or drops credits. Students should contact Student Financial Services with questions regarding their account. Failure to complete payment prior to withdrawal does not relieve a student of financial liability.

For students receiving Title IV funds (federal aid) who withdraw officially or unofficially from all classes, refund calculations will be based on the amount of Title IV aid earned and on the amount of time the student was in attendance, using a proportional calculation through 60 percent of the payment period. This calculation has no relationship to the student’s institutional charges. The amount of tuition, fees, housing, and meal plans assessed will be based on the institutional refund policy.

GRADING

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

Numerical values of grades are as follows:

- A = 4.0
- B+ = 3.3
- C+ = 2.3
- D = 1.0
- A- = 3.7
- B = 3.0
- C = 2.0
- F = 0.0
- B- = 2.7
- C- = 1.7
- WF = 0.0

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

- W = Withdraw
- I = Temporary incomplete
- N = Permanent incomplete
- P = Pass (credits count toward degree)
- U = Unsatisfactory (credits do not count toward degree)
- AP = Approved (non-credit certificate)
- NA = Not approved (non-credit certificate)
- GM = Grade not reported

Grade of W

The grade of W may be issued by the 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. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grade of WF

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

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

- Undergraduate students: Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” by the Office of the Registrar.
- Graduate students: Work must be completed no later than one year following the end of the class. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” (for Parsons and Mannes graduate students) or “N” (for all other graduate students) by the Office of the Registrar. The grade of “N” does not affect GPA.

In unusual circumstances, a PhD student (only) may petition for a six-month extension of the time limit to make up an incomplete. An additional six-month extension may be requested provided the student can document the extenuating circumstances that necessitate the request. Any request for an extension requires the signed agreement of the instructor, the department chair, and the assistant dean of academic affairs. Petition forms are available in Office of Student 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 to in order to make up an incomplete must obtain the instructor’s approval to attend and register to audit the course.

**Grade-Point Average**

The semester grade-point average is computed by multiplying the number of credits earned in each course by the numerical values associated with the grade received in that course. The grade points for all courses are totaled and then divided by the total number of graded credits attempted, including any failed courses.

The cumulative grade-point average is computed by dividing the total number of grade points earned (quality points) by the total number of graded credits attempted.

Grades received for internal transfer courses are included in the cumulative GPA:

- Courses taken by non-degree students who are subsequently matriculated in a degree program
- Courses taken by students in bachelor’s/master’s students that were designated for credit toward the master’s degree at the time of enrollment
- Courses taken in one division of the university that are approved for transfer credit by another division

Grades received for Inter-University Consortium courses are included in cumulative GPA.

Credits transferred for courses taken at another university do not affect cumulative GPA; only credit points are transferred, not grades.

**Grade Changes**

Final grades are subject to revision by the instructor with the approval of the dean’s office for one semester following the term in which the course was offered (one year for graduate students). After that time has elapsed, all grades recorded in the registrar’s office become a permanent part of the academic record, and no changes are permitted.

**Grade Appeal Policy**

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

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

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

**Retaking a Course**

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

**ACADEMIC TRANSCRIPTS**

An official transcript carries the registrar’s signature and The New School seal, and documents a student’s permanent academic record at the university. Students may have a transcript mailed to the address of their choosing (including other colleges and institutions) by submitting an official request to the Office of the Registrar. This can be done online at MyNewSchool, or by completing the transcript request form available on the web at www.newschool.edu/student-services/registrar/transcripts/.

Standard transcript services are free of charge. Transcripts are not issued for students with outstanding debts to the university.
**ACADEMIC PROGRESS**

**Academic Standing**

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

*Graduate students* must maintain at least a 3.0 term GPA and cumulative GPA to remain in good academic standing. Students with less than a 3.0 term GPA or cumulative GPA will be placed on academic probation. Students who earn less than a 3.0 term GPA or cumulative GPA for two consecutive semesters will be subject to dismissal.

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

**Academic Standing and Financial Aid**

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

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

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**ACADEMIC PETITIONS**

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

**Changes of Status**

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

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

**Changes of Department**

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

**Transferring Credits**

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

**Leave of Absence**

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

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

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

Leaves of absence for medical reasons require appropriate documentation. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student’s eligibility to return.
If unable to return to study as planned, the student must contact their Academic Affairs Officer immediately to request an extension of their leave.

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

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

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

Students not currently enrolled but who have completed all requirements for the degree should contact the Academic Affairs Officer immediately to request an extension of their leave. If unable to return to study as planned, the student must contact their office of Student Academic Affairs and assessed by the department. To petition, the student must outline the plan for completion of the degree. If the extension of time is granted, the student will not be permitted to continue in the program and may be subject to dismissal. Departments also review student academic progress prior to official time to degree limits. They may warn and probe students prior to the time limits when department academic standards are not met.

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

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

A committee consisting of the department chair, the dissertation committee chair, and the Assistant Dean will review pending dismissal cases and determine, on a case-by-case basis, whether special circumstances warrant granting additional time extensions. Any dismissals may be appealed to The New School for Social Research Student Academic Affairs Committee for review.

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

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

Students who have not registered for one, two, or three semesters may petition for a final one-semester extension. Students unable to complete all requirements during this extension of time will be subject to dismissal.

Students who have failed to register for one, two, or three semesters may petition before the end of their tenth year for a one-year extension of time. Their department chair, with the approval of the Assistant Dean, may grant them this one-year extension for continued study. Students unable to complete all PhD requirements during the 11th year may petition for a final one-year extension. During the 12th year of study, however, students will be placed on probation and may not be eligible for equivalency credits. If unable to complete all requirements toward the PhD by the end of the 12th year, a student will be subject to dismissal.

A committee consisting of the department chair, the dissertation committee chair, and the Assistant Dean will review pending dismissal cases and determine, on a case-by-case basis, whether special circumstances warrant granting additional time extensions. Any dismissals may be appealed to The New School for Social Research Student Academic Affairs Committee for review.

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

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

Note: Maintenance of matriculation status does not establish full- or part-time enrollment status, which is especially important for international students and recipients of Title IV funds. See Equivalency below and the definition of Full-Time and Half-Time Status in this catalog for more information.
Most graduate students maintaining status also register for equivalency credits based on the type of work they are undertaking while maintaining status (writing a thesis, studying a foreign language, or preparing for a comprehensive examination, etc.). These students must submit the Equivalency Verification Form when they register. The form can be downloaded from the registration website and is also available in department offices.

**Maintenance of Status and Graduation**

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

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

**Equivalency Credit**

Students who are not taking a full-time course load but are working full-time on other requirements for their degree can register for equivalency credits. Course equivalency credit is granted for specific activities approved by the student’s academic program. Approval is indicated by an authorized signature, usually of a faculty advisor. This requires completion of the Equivalency Verification Form, which must be approved by the advisor prior to registering. The student registers for equivalency as for a course, and normal registration policies and deadlines apply. There is no tuition charge for equivalency credits nor are they counted toward credit requirements for a degree.

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

**Dismissal Notification**

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

**Dismissal and Degree Conferral**

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

**Academic Dismissal Appeals**

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

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

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

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

Any other relevant information pertaining to academic history or potential academic Grievances

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

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

2. If the party with the grievance is not satisfied with the response to this statement, he or she may appeal in writing to the assistant dean of academic affairs, who will attempt to mediate the issue to the satisfaction of all parties.

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

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

The New School reserves the right to deny a person admission to or continuance in its courses of study.

Academic Honesty

Academic honesty, the duty of every member of an academic community to claim authorship of his or her own work and only for that work and to recognize the contributions of others accurately and completely, is fundamental to the integrity of intellectual debate and creative and academic pursuits. All members of the university community are expected to conduct themselves in accordance with the standards of academic honesty. Students are responsible for knowing and making use of proper procedures for writing papers, presenting and performing their work, taking examinations, and doing research. Faculty are equally responsible for informing students of their policies with respect to the limits within which students may collaborate with or seek help from others on specific assignments. Instructors are expected to educate students about the legal and ethical restrictions placed upon creative work and about the consequences of dishonesty in the professional world.

(From the University Policies Governing Student Conduct, page 6) “Academic honesty 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 instructors and other students). The standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essay theses, dissertations, computer work, art and design work, oral presentations and other projects). The standards also include responsibility for meeting the requirements of particular courses of study. The New School recognizes that the different nature of work across the divisions of the university may entail different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all divisions of The New School and institutions of higher education in general.”

Academic dishonesty includes but is not limited to:

• Cheating on examinations, either by copying another student’s work or by utilizing unauthorized materials.
• Any act of plagiarism, that is, the fraudulent presentation of the written, oral or visual work of others as original.
• Theft of another student’s work.
• Purchase of another student’s work.
• Submitting the same work for more than one course.
• Destruction or defacement of the work of others.
• Aiding or abetting any act of dishonesty.
• Any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents.

Plagiarism

Plagiarism is the use of another person’s words or ideas without proper acknowledgment, whether from published or unpublished sources, including books, journals, Internet postings, papers written by other students, etc. Students can consult the MLA Style Manual and Guide to Scholarly Publishing for documentation of proper acknowledgment of the use of other’s work, proper expectations for paraphrasing source material, and proper forms of citation in research and writing. The University Writing Center also provides useful online resources to help students understand and avoid plagiarism posted on their website, www.newschool.edu/admin/writingcenter.

A student must obtain prior instructor permission to submit the same or substantially overlapping material for two different assignments. Submission of the same work for two assignments without prior instructor permission is plagiarism.

Procedures and penalties in cases of plagiarism: An instructor who suspects a student has committed plagiarism in course work should give the student an opportunity to explain the origin of the work and should investigate whether the student understands the relevant standards of academic conduct.

On the basis of this meeting, the instructor will assess the case, taking into consideration the student’s intent to deceive, the amount of plagiarism, and the type of assignment involved, to determine whether a minor or major offense has occurred. An instructor who determines that a minor offense has occurred may counsel a student about standards of academic honesty, explain the consequences of plagiarism, and require the student to resubmit the assignment in an appropriate form as well as attend a workshop at the University Writing Center. An instructor who determines that a major offense has occurred should fail the plagiarized assignment and submit a report to the school’s Office of Academic Affairs. The report should include the student’s name, the course, semester, notes on conversations with the student, and copies of the relevant plagiarized submission (with problems identified). Questions about the handling of plagiarism cases should be directed to the assistant dean of academic affairs.

The assistant dean will issue a formal letter to the student, with a copy to the instructor, documenting the case. A copy of this letter will remain in the Office of Student Academic Affairs. The assistant dean, in consultation with the chair and relevant members of the student’s department, may also impose additional sanctions, which can include a failing grade in a course, suspension, or dismissal. For a second major offense, the assistant dean will impose suspension or dismissal.

As in any case involving penalties for academic misconduct, a student may appeal the findings and penalties in cases of academic dishonesty to the Student Academic Affairs Committee of The New School for Social Research.

Infraction of standards of academic honesty in a master’s or PhD thesis or in a comprehensive examination is an immediately dismissalable offense. Departments should report these cases immediately to the Office of Student Academic Affairs for adjudication by an ad hoc committee convened by the assistant dean of academic affairs and conducted in accord with principles established by the school’s academic grievance procedures.

Policies on the Free Exchange of Ideas, Freedom of Artistic Expression, Academic Honesty, Sexual Harassment, Discriminatory Harassment, Recognized Student Organizations, Use of University Facilities, Alcoholic Beverages and Illegal Drugs, and Smoking, as well as a University Code of Conduct, have been adopted by the Board of Trustees of The New School. The full texts of these and all university policies are contained in the Student Handbook (which is distributed to all incoming students) and are also available in the Office of Admission and the Dean's Office, and online.

Attendance and Lateness

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

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

Requirements for Graduation
To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and must complete all degree requirements (as specified in school catalogs) prior to the graduation date. Doctoral programs may require cumulative GPAs above 3.0.
Graduating students should not receive incomplete grades in any course taken in the final semester of study.

Petitioning to Graduate
Students who intend to graduate must submit a Graduation Petition to the Office of the Registrar (through MyNewSchool or by hard copy) and pay the appropriate fee by the dates listed below. The petition must be filed regardless of intent to attend the commencement ceremony:

For January graduation
Prior to October 1  No fee
After October 1  $20 late fee
After November 1  $50 late fee
The final deadline to petition is November 15.

For May graduation
Prior to February 15  No fee
After February 15  $20 late fee
After March 15  $50 late fee
The final deadline to petition is March 30.

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

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

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

OTHER UNIVERSITY POLICIES

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

The New School does not discriminate on the basis of age, race, color, creed, gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.
Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278, U.S. Department of Education, Office of Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOCs TDD number is 212.741.3080.

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

Religious Absences/Equivalent Opportunity
Pursuant to Section 224-a of the New York State Education Laws, any student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days.

Statement of Ethical Responsibility for Research Involving Human Subjects

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

INTELLECTUAL PROPERTY POLICY

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

USE OF PHOTOGRAPHS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE 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 2011–2012 academic year, the university reports the “persistence rate” for the year 2009 (i.e., the percentage of all freshmen studying full time in fall 2010 who were still studying full time in the same degree programs in fall 2011). This information can be found under the common data set information on the Office of Institutional research website at www.newschool.edu/admin/oir.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
The New School, a privately supported institution, is chartered as a university by the Regents of the State of New York. The university is comprised of several academic divisions, which are described below.

**University Leadership**

David E. Van Zandt, President
Tim Marshall, Provost and Chief Academic Officer
Frank J. Barletta, Chief Financial Officer and Senior Vice President for Finance and Business
Craig Becker, Vice President and Treasurer
Pamela Besnard, Vice President for Development and Alumni Relations
Stephanie Browner, Dean, Eugene Lang College The New School for Liberal Arts
Carol Cantrell, Senior Vice President for Human Resources and Labor Relations
Nancy Donner, Vice President for Communications and External Affairs
Lia Gartner, Vice President for Design, Construction and Facilities Management
Robert Gay, Vice President for Enrollment Management
Richard Kessler, Dean, Mannes College The New School for Music
Rosemary Mathewson, Senior Vice President for Distributed and International Education
Roy P. Moskowitz, General Counsel and Vice President for Legal Affairs
Martin Mueller, Executive Director, The New School for Jazz and Contemporary Music
Pippin Parker, Director, The New School for Drama
Shelley E. Reed, Senior Vice President for Information Technology
Linda A. Reimer, Senior Vice President for Student Services
Bryna M. Sanger, Deputy Provost and Senior Vice President for Academic Affairs
Michael Schober, Dean, The New School for Social Research
David Scobey, Executive Dean, The New School for Public Engagement
Joel Towers, Executive Dean, Parsons The New School for Design
Bob Kerrey, President Emeritus

**Board of Trustees**

For the most up-to-date list, visit www.newschool.edu/administration

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**THE DIVISIONS OF THE NEW SCHOOL**

As we approach the 100th anniversary of the university’s founding, The New School’s legacy of change remains a source of pride. The New School has been evolving since the day it began offering nondegree courses for working adults, responding to changes in the marketplace of ideas, career opportunities, and human curiosity. Each area of study, degree program, and school within the university has a unique story—from the founding division’s focus on nontraditional students to the new approaches to design, management, urban policy, and the performing arts introduced by the divisions that have become part of The New School since the 1970s. Today undergraduate, graduate, and continuing education students still come to The New School expecting a university like no other. For that reason, the story of The New School’s seven divisions, themselves the products of continuous reinvention, occupies a special place in the history of higher education.

**Eugene Lang College The New School for Liberal Arts**

www.newschool.edu/lang
65 West 11th Street, New York NY 10011 | 212.229.5665
Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. What began as the experimental Freshman Year Program in 1972 and transitioned into the Seminar College in 1975 finally became a division of the university in 1985. This bold experiment in undergraduate education was named to honor educational philanthropist and New School trustee Eugene M. Lang. Students at Eugene Lang College enjoy small seminar-style classes taught by a faculty of prominent scholars, many of whom are also affiliated with The New School for Social Research. Lang is one of only a few liberal arts colleges in the country situated in the center of a major metropolitan area, a location that offers its students unsurpassed opportunities for civic engagement and internships.

**Mannes College The New School for Music**

www.newschool.edu/mannes
150 West 85th Street, New York, NY 10024 | 212.580.0210
Founded in 1916 by David Mannes and Clara Damrosch, Mannes became part of The New School in 1989. A leading conservatory of classical music, the college provides professional training for some of the most talented student musicians in the world. The comprehensive curriculum, the faculty of world-class artists, and the resources of a progressive university support students in their quest for virtuosity in vocal and instrumental music, conducting, composition, and theory. Like the students they teach, Mannes faculty members come from every corner of the world. They include performers and conductors from prominent orchestras, ensembles, and opera companies and renowned solo performers, composers, and scholars from every field of classical music.
The New School for Drama

www.newschool.edu/drama

151 Bank Street, New York, NY 10014 | 212.229.5150

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop here in the 1940s. His students included Marlon Brando, Walter Matthau, Harry Belafonte, Elaine Stritch, and Tennessee Williams. Piscator established a tradition of excellence in theater education that continues at The New School today. The graduate program in dramatic arts was introduced in 1994 to prepare talented individuals for careers as actors, playwrights, or directors. The School's New York City setting offers students abundant opportunities to learn through observation as well as professional connections through the broadest career network in the country.

The New School for Jazz and Contemporary Music

www.newschool.edu/jazz

55 West 13th Street, New York, NY 10011 | 212.229.5896

Established in 1986, The New School for Jazz and Contemporary Music offers talented undergraduates an opportunity to train with professional artists from New York's peerless jazz community. The New School employs a teaching model based on the tradition of the artist as mentor: Our students study and perform with some of the world's most accomplished musicians and are immersed in the history, development, and latest incarnations of jazz, blues, pop, and all the ever-evolving genres of contemporary music. Learning takes place in the classroom, ensemble playing, one-on-one tutorial sessions, public performances, and master classes with legendary performers. Students develop their creative talents to meet the high standards of professional musicianship exemplified by the faculty.

The New School for Public Engagement

www.newschool.edu/publicengagement

66 West 12th Street, New York, NY 10011 | 212.229.5615

The New School for Public Engagement embodies the values that motivated the university's founders in 1919. The division was formed in 2011 through the integration of The New School for General Studies, home of the founders' adult and continuing education programs, and Milano The New School for Management and Urban Policy, created in 1975 to offer graduate study in public administration and civic life. The New School for Public Engagement is a unique academic enterprise. Its degree and certificate programs and continuing education courses connect theory to practice, support innovation in culture and communication, and encourage democratic citizenship through lifelong education. The New School for Public Engagement offers undergraduate and graduate degrees and professional certificates as well as hundreds of open-enrollment continuing education courses for adults in Greenwich Village and online.

The New School for Social Research

www.newschool.edu/socialresearch

16 East 16th Street, New York, NY 10003 | 212.229.5700

In 1933, The New School gave a home to the University in Exile, a refuge for German scholars fleeing persecution by the Nazis. In 1934, The New School incorporated this community as a graduate school of political and social science. In recognition of the graduate faculty's unparalleled contribution to social science discourse, the division retains the name of The New School for Social Research. Opportunities abound for graduate students to cross disciplinary boundaries and collaborate with social scientists, humanists, designers, and artists in other divisions of the university. The New School for Social Research addresses the most relevant political, cultural, and economic concerns of the day while fostering the highest standards of scholarly inquiry.

Parsons The New School for Design

www.newschool.edu/parsons

2 West 13th Street, New York, NY 10011 | 212.229.8950

Parsons is one of the preeminent colleges of art and design in the world. Founded as the Chase School of Art in 1896 by artist William Merritt Chase and his circle, Parsons was renamed in 1936 for its longtime president, Frank Alvah Parsons, who dedicated his career to integrating visual art and industrial design. Parsons became part of The New School in 1970. The first institution to award university degrees in fashion design, interior design, and lighting design in the United States, Parsons has earned a national reputation as a school at the vanguard of design education. Students in its undergraduate and graduate degree programs hold themselves to exceptional standards of creativity and scholarship, developing their skills and building knowledge in laboratories, workshops, and seminars. Nonmatriculated students of all ages can participate in certificate and general art and design education programs for design professionals and anyone with an interest in art and design.

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

INSTITUTIONAL INFORMATION

Current institutional information for The New School can also be found on the university website at www.newschool.edu, including:

- Financial assistance information (federal, state, local, private, and institutional need-based and non-need-based assistance programs, Title IV, FFEL, and Direct Loan deferments)
- Fees, withdrawal and refund policies, Title IV grant or loan assistance information, academic information, and disability services
- Completion and graduation rates and transfer-out-rates (graduation rate of degree-seeking students, and transfer-out rates of degree-seeking students).