THE NEW SCHOOL FOR LIBERAL ARTS

CATALOG
2007–2008

EUGENE LANG COLLEGE

ARTS IN CONTEXT DANCE MUSIC THEATER CULTURE AND MEDIA EDUCATION STUDIES HISTORY LITERATURE PHILOSOPHY PSYCHOLOGY RELIGIOUS STUDIES SCIENCE TECHNOLOGY AND SOCIETY SOCIAL INQUIRY URBAN STUDIES

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The information published herein is a statement of the plans of Eugene Lang College The New School for Liberal Arts. Changing circumstances may prompt modification of these plans, including academic regulations and degree requirements. Eugene Lang College will attempt to give notice of any such changes by publishing new information in advance of each registration period. The Board of Trustees of The New School, however, reserves the right to change tuition, fees, and policies without notice.

Cover Photography: Michael Divito, Don Hamerman, Bob Handelman, Peter Howard, Matthew Sussman

Eugene Lang College The New School for Liberal Arts
Office of Admissions
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212.229.5665
www.newschool.edu/lang
EUGENE LANG COLLEGE

Eugene Lang College is a unique liberal arts college offering interdisciplinary courses distinguished by small seminar classes. Its historical roots inform its current philosophy. The school began in 1973 as a highly innovative first-year program at The New School for General Studies. For a time, it was known as the Seminar College, reflecting the teaching style adopted by its faculty. Then in 1985, with a generous gift from New York City philanthropist Eugene M. Lang, the college became a separate division of The New School and was named for the benefactor. Since then, the mission of the college has been to foster the highest aims of participatory citizenship, community activism, and cultural awareness through an interdisciplinary liberal arts framework. The ongoing support of Eugene Lang and his family has continued to support this mission.

The mission applies to The New School as a whole. It is a university that inspires and prepares its students to affect positive change in the world. From its Greenwich Village campus, The New School launches successful economists and actors, fashion designers and urban planners, dancers and philosophers, conductors, filmmakers, political scientists, and jazz musicians. Creative energy flows in epic proportions throughout every division of the university, but especially at Lang, its liberal arts college.

The seminar—generally consisting of no more than eighteen students—remains the primary instructional mode at Lang. Each seminar involves careful readings of primary texts to illustrate both the foundations and the contemporary issues in a field of study. Most include extensive writing, both to develop skills and to fully engage students in the process of intellectual exploration and creation. Seminar offerings are variable and reflect the developing scholarly and creative interests of the faculty. Some fall within traditional academic disciplines, while others transcend these boundaries. Because knowledge is not stagnant, courses are continually reexamined and revised. A well-educated person must not be content with a received set of ideas, but should be able to examine and pursue knowledge with sensitivity to its changing nature. The seminar permits students to engage with the material and offers opportunity for close relationships with faculty. Lang has been described by the Princeton Review as the best college in the country for encouraging debate and discussion.

The college is distinguished by faculty who are intellectually active in the classroom, in their academic fields, and in the community. It is made up of recognized scholars in the humanities and social sciences and professional writers and performers. All are enthusiastically involved in teaching and advising students.

Our students come to us with a range of backgrounds, experiences, and interests from more than thirty states and five countries. Enrollment in 2007–08 will exceed 1,000 students. Lang is proud to have been one of the first colleges and universities nationwide to be awarded a grant from the Ford Foundation to increase cultural diversity throughout the college curriculum. Our current student body is roughly 21 percent students of color and 4 percent international.

Lang students learn to analyze problems and to create sustainable solutions. Each area of study is approached from several perspectives. Interdisciplinary foundation courses demonstrate connections among the humanities, arts, social sciences, and natural sciences, while encouraging students to think and know in multiple disciplines. Students choose from and often crisscross twelve areas: the arts, culture and media, education studies, history, literature, philosophy, psychology, religious studies, science, technology, and society, social inquiry, urban studies, and writing.

Degrees that Lang currently awards include BA in Liberal Arts, BA in Culture and Media, in Philosophy, in Psychology; dual BA/BFA with Jazz and Parsons; dual bachelor’s/master’s degrees for the BA in Liberal Arts only with The New School for General Studies, Milano, and The New School for Social Research. The college is in the process of applying for degree certification for a number of its other programs.

INTRODUCTION

The New School was founded in 1919 as a bastion of intellectual and artistic freedom by educational reformers including John Dewey, Charles Beard, Thorstein Veblen, and James Harvey Robinson. These unconventional thinkers saw education as a tool to produce positive changes in society. They sought to provide students with a venue where ideas could be freely presented and discussed without fear of censure. In the early years some noteworthy professors included Bertrand Russell, Harold Laski, and Lewis Mumford. Later, lectures and workshops were offered by Aaron Copland, Henry Howell, Martha Graham, Doris Humphrey, W.E.B. DuBois, and Frank Lloyd Wright.

The New School is located in the heart of Greenwich Village, one of New York City’s oldest and most beautiful neighborhoods. The New School occupies thirteen buildings mainly in the neighborhood of Fifth and Sixth Avenues, and 11th and 14th Streets. The main building at 66 West 12th Street was designed by the Austrian architect Joseph Urban and was the first significant example of Bauhaus architecture in the United States. The architecturally notable complex of university buildings on tree-lined West 11th and 12th Streets houses one of the most dramatic and thought-provoking collections of art to be found anywhere in the city. The collection includes murals by José Clemente Orozco and works by Robert Indiana, Odili Donald Odita, James Welling, and others.


Accreditation

The New School is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. A privately supported institution, The New School is chartered as a university by the Board of Regents of the State of New York and its programs are approved by the state’s Division of Veterans Affairs. Under the charter, Eugene Lang College The New School for Liberal Arts is authorized to award the Bachelor of Arts degree, and its programs of study are approved by the state’s Division of Veteran’s Affairs. The Higher Education General Information Survey (HEGIS) number is 4901.00.


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**Fall 2007**

**Registration**
April 2–May 4
(Registration for continuing students)
Aug. 27–31
(Reg for new students; late reg for continuing students)

**Classes begin**
Tues., Sept. 4

**Convocation**
Thurs., Sept. 6

**Last day to add a class**
Mon., Sept. 17

**Last day to drop a class**
Mon., Sept. 24

**Last day to withdraw from a class with a grade of W:**
- Undergraduate students - Mon., Oct. 22
- Parsons graduate students - Mon., Oct. 22
- All other graduate students - Fri., Dec. 21

**Holidays:**
- Labor Day: Mon., Sept. 3
- Rosh Hashanah: Wed.–Thurs., Sept. 12 eve*–13
- Yom Kippur: Fri.–Sat., Sept. 21 eve*–22
  *No classes that begin Wednesday and Friday 4:00 p.m. or after, and no classes all day Thursday and Saturday.
- Thanksgiving: Thurs.–Sun., Nov. 22–25
  - classes scheduled to begin before 4:00 p.m. will not meet
  - classes scheduled to begin on or after 4:00 p.m. will meet
- Winter break: Sun.–Fri., Dec. 23–Jan. 18

**Makeups and rescheduled days**
On Tuesday, Nov. 20
classes follow the Thursday schedule.
Makeups for Friday p.m. and Saturday arranged by program

**Spring ’08 Registration**
Oct. 29–Nov. 30 (Arranged by program)

**Juries**
Arranged by program

**Classes and exams end**
Sat., Dec. 22

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**Spring 2008**

**Registration**
Oct. 29–Nov. 30
(Registration for continuing students)
Jan. 14–18
(Reg for new students; late reg for continuing students)

**Classes begin**
Tues., Jan. 22

**Last day to add a class**
Mon., Feb. 4

**Last day to drop a class**
Mon., Feb. 11

**Last day to withdraw from a class with a grade of W:**
- Undergraduate students - Mon., Mar. 10
- Parsons graduate students - Mon., Mar. 10
- All other graduate students - Tues., May 13

**Holidays:**
- Martin Luther King Day: Mon., Jan. 21
- President’s Day: Mon., Feb. 18
- Spring break: Mon.–Sun., Mar. 17–23
- Rescheduled days
  On Tuesday, Feb. 19
  classes follow the Monday schedule

**Fall ’08 registration**
Mar. 31–May 2

**Juries**
Arranged by program

**Classes and exams end**
Tues., May 13

**Graduation**
Fri., May 16
EUGENE LANG COLLEGE ADMINISTRATION

Office of the Dean
Jonathan Veitch, Dean
Amos Himmelstein, Assistant Dean
Megan Mosher, Assistant to the Dean
Alex Draifinger, Director of Budget and Administration
Verna de La Mothe, Assistant Director of Administration
Ron Bell, Operations Manager
Jonathon White, Director of Academic Advising
Leah Weich, Associate Director of Academic Advising
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TBA, Sophomore Advisor and Study Abroad Coordinator
Jeff Feld, Assistant for Internships
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Lisa Soares, Faculty Coordinator

Office of the Associate Dean
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Riva Kadar, Director of Academic Planning
Laura Copland, Assistant Director of Curriculum
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   Assistant Vice President for Student Affairs..........212.229.5900 x3659
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Malcolm B. Smith
Francine Sommer
Mary Elizabeth Taylor
John L. Tishman
Paul R. Verkuil
Andrew Walter
Lilian Shiao-Yen Wu

Full-Time Faculty
For more faculty information, visit www.newschool.edu/lang/faculty.

Elaine Abelson
Associate Professor of History
PhD, American History, New York University. American history, New York City, gender studies, the 1960s.

Anthony Anemone
Visiting Associate Professor of Russian Language and Literature
PhD, University of California at Berkeley. Slavic languages and literatures, Russian and Polish literature.

Roark Atkinson
The Bernard and Irene Schwartz Postdoctoral Fellow
PhD, History, Indiana University, Bloomington. The Atlantic World, colonial North America, religious history.

Laura Auricchio
Assistant Professor of Art and Design Studies
PhD, Art History, Columbia University. Methodologies in decorative arts; 18th, 19th, and 20th century art and visual culture.

Lopamudra Banerjee
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PhD, Economics, University of California, Riverside. Development economics, political economy, education and poverty in South Asia.

Bea Banu
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PhD, Philosophy, Graduate Center, CUNY. Aesthetics, philosophy of art.

Banu Bargu
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PhD Candidate, Government, Cornell University. Political economy, theories of sovereignty, democracy, citizenship.

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PhD, Philosophy, Vanderbilt University. Ancient philosophy, 19th and 20th century Continental philosophy, aesthetics.

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Assistant Professor of Education Studies
PhD, Urban Education, Graduate Center of the City University of New York. Equity and access in education; history and political economy of urban public schools; poverty and education; public school reform.

Colette Brooks
Associate Professor of Theater and Writing
MFA, Drama, Yale University. Creative nonfiction, avant-garde theater.

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AB, Comparative Literature, Princeton University. Literary nonfiction, journalism and advocacy, environmental politics, policy issues.

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José Casanova
Professor of Sociology

Emanuele Castano
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PhD, Psychology, Catholic University of Louvain, Belgium. Collective identity, dehumanization, agency and responsibility, terror management theory.

Sumita Chakravarty
Associate Professor of Media Studies
PhD, English, Lucknow University, India, and PhD, Communications, University of Illinois, Urbana-Champaign. Media theory, global and cultural studies, film studies.

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PhD, Philosophy, Boston University. Phenomenology, 19th and 20th century Continental philosophy, Kant, Schelling.

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PhD, Political Science, Yale University. Urban policy, economic development, social policy.

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PhD, History, University of Massachusetts, Amherst.

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Nancy Fraser
Henry A. and Louise Loeb Professor of Political and Social Science
PhD, Philosophy, City University of New York. Social and political theory, feminist theory, 19th and 20th century European thought.

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PhD, Economics, University of California, Berkeley.

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PhD, Sociology, University of Chicago. Politics, theater, Polish and Soviet society.

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PhD, French Literature, Yale University. French and American 19th century literature, American fiction and nonfiction of the 1940s, '50s, and '60s, contemporary Israeli fiction.

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PhD, French and Comparative Literature, Columbia University. French and comparative literature.
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PhD, Political Science, MIT. Labor unions, immigrant politics, politics.

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PhD, American Studies and History, Indiana University. History of urban planning and design, modern architectural and urban history, urban public cultures and civic life.

Lawrence Hirschfeld
Professor of Anthropology
PhD, Anthropology, Columbia University. Cognition and culture, the anthropology of childhood, race.

William Hirst
Professor of Psychology
PhD, Psychology, Cornell University. Cognitive science, cognitive neuroscience, especially memory and attention, social remembering.

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PhD, Political Science, Harvard University. Comparative politics, gender and politics, Latin American politics, politics of gender and ethnic representation in Latin America and worldwide.

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MS Journalism, Columbia University. Writing, music, and performance that combine various materials in unexpected ways.

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PhD, Clinical Psychology, Adelphi University.

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PhD, Religious Studies, Princeton University. Modern religious thought, history of ethics, philosophy and theory of religion.

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PhD, Sociology, University of California, Berkeley. Cultural sociology, historical sociology, social and cultural theory.
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PhD, Film, Literature and Culture, University of Southern California. Writing, technology, and cultural studies.

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MFA, Creative Writing, Warren Wilson College. Fiction writing, journalism.

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DFES, Forestry and Environmental Studies, Yale University. Ethnology and ecology, nature and culture, natural history, the Amazon.

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The Bernard and Irene Schwartz Postdoctoral Fellow
PhD, History, University of California, Berkeley. Nineteenth Century United States, political history, history of slavery, intellectual and cultural history.

Shireen Rizvi
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Martin Roberts
Assistant Professor of Culture and Media

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PhD, History, University of Chicago. Modern Latin America, especially Mexico, history of medicine, intellectual history.

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PhD, Clinical Psychology, Arizona State University. Women’s health, cultural influences on body image, feminist identity development, third-wave feminism.

Cecilia Rubino
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MFA, Acting, Yale School of Drama. Acting theory and practice, scene study, Shakespeare.

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Associate Professor of Urban Studies
PhD, Geography, Syracuse University. Urban political economy and geography; globalization; urban governance in North America and the Pacific Rim; race, inequality, and neoliberalism; urban regeneration and planning; public space; citizenship.

Elaine Savory
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PhD, Postcolonial Literature, University of the West Indies, and MPhil, University of Leeds. Poetry, literary criticism, Caribbean literature, women’s writing, cross-cultural writing.

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PhD, Psychology, Stanford University. Psychology of language and discourse, interaction and collaboration in pairs and groups, technologically mediated communication.

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Associate Professor of Management and Urban Policy
PhD, Urban Policy, University of California at Berkeley. Urban poverty, community development, economic development, and gender issues.

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PhD, Economics, Columbia University. Macroeconomics, international political economy, mathematical economics, growth and cycle theory, national economic accounts.

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PhD, Sociology, University of California at Berkeley. War and inequality, social movements.

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PhD, Literature, University of London. Literature (especially the personal essay and the memoir), gender studies and feminist theory, Eastern Europe since 1989.

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BA, Columbia University. Writing, poetry, short fiction, education studies.
Howard Steele
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PhD, University College, London. Clinical psychology, attachment research and intergenerational bonds.

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PhD, University College, London. Attachment research, adoption and foster care.

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PhD, Harvard University. Economic development and the environment.

McWelling Todman
Associate Professor of Clinical Practice
PhD, The New School for Social Research. Substance abuse, psychotic disorders and comorbid manifestations, cognitive rehabilitation, chronic boredom.

Maria Torre
Assistant Professor of Education
PhD candidate, Graduate Center, CUNY. Youth activism, urban education, participatory research methods.

Zishan Ugurlu
Assistant Professor of Theater
PhD, Ankara University; MFA in acting, Columbia University; MFA in directing, Istanbul University. Movement, acting and directing, voice, international theater.

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Hypton White
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PhD, Anthropology, University of Chicago. Social theory, cultural conservatism and the politics of the family, South Africa.

Terry Williams
Professor of Sociology
PhD, City University of New York. Race, drug culture, urban life, poverty.

Tracy Ann Williams
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PhD, Graduate Center of the City of New York. Women’s studies, race, American literature.

Jennifer Wilson
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PhD, Princeton University. Harmonic analysis, partial differential equations, visual representations, ethnomathematics.

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Eli Zaretsky
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Vera Zolberg
Professor of Sociology
PhD, University of Chicago. Sociology of culture, social and political frameworks of cultural support and memory.

Part-Time Faculty
In 2007–08, the part-time faculty of Eugene Lang College is expected to number 85. For more information, visit www.newschool.edu/lang/faculty.
Eugene Lang College offers the BA in Liberal Arts in nine areas of study and the BA in Culture and Media, in Philosophy, and in Psychology. Students can also earn a dual BA/BFA, combining the BA with a BFA from Parsons The New School for Design or The New School for Jazz and Contemporary Music. The nine areas of study awarding the BA in liberal arts are: the Arts; Education Studies; History; Literature; Religious Studies; Science, Technology, and Society; Social Inquiry; Urban Studies; and Writing.

**DEGREE REQUIREMENTS**

### BACHELOR OF ARTS DEGREES

Eugene Lang College awards Bachelor of Arts degrees to students who successfully complete 120 credits of study as described below. Other Bachelor of Arts degrees may be available in the future.

- Students must take a minimum of 90 credits in liberal arts courses. Liberal arts courses include most Lang seminars and lecture courses, university lecture courses, and most courses offered by The New School for Social Research and The New School for General Studies.
- Students may apply a maximum of 30 credits in non-liberal arts courses toward the total of 120. Non-liberal arts courses are defined as studio and practice-based courses such as dance, painting, photography, and music, and any class lacking a strong historical or theoretical/critical component. All internships and most courses offered by Parsons The New School for Design, The New School for Jazz and Contemporary Music, and Manne The New School for Music are considered non-liberal arts.
- Writing the Essay 1 and 2. All Lang students are required to take two semesters of academic writing. First-year writing courses develop the ability to analyze different types of texts, construct meaningful arguments, and use different types of research in developing and presenting analyses, critiques, and other types of academic writing. Writing the Essay 1 and 2 must be completed in the first year in residence.
- Two University Lecture courses. All undergraduates at The New School (except transfer students who enter at the second-year level or higher) are required to take two University Lecture courses. It is recommended that these be taken in the sophomore year. Applicable courses are designated in the course listings by the subject code ULEC.
- Completion of all requirements of the student’s chosen area of study. Consult the individual area of study for requirements and options. The program chair makes the final determination as to which courses count toward fulfillment of the requirements. All areas of study require a culminating senior capstone.
- Senior-year residency; Students must spend their final two semesters in residence at the college.

**Transfer Students**

Transfer students must complete a minimum of 60 credits at The New School. The 90-credit Lang liberal arts course requirement is pro-rated based on the number of credits a transfer student earned at other institutions. All transfer students, regardless of class standing, must take three Lang seminars in their first semester at the college.

Transfer students may use up to three courses taken at other institutions to fulfill the area of study requirement. If these courses are approved by the chair as meeting the requirements:

- Students entering with 30 to 44 credits are permitted to apply one approved course.
- Students with 45 to 60 credits are permitted to apply up to three approved courses.

*Transfer credits generally do not count toward the requirements for areas of study. Transfer students with upper-level credits by transfer must have their courses evaluated by the chair of the area of study most closely corresponding to the intended transferred courses. Syllabi of transferred courses are generally required.

Students studying abroad may take up to three courses toward their area of study, subject to preliminary review by the chair and final approval on their return.

### BA/BFA COMBINED DEGREE PROGRAMS

Students who want a strong liberal arts education but are interested in a career training in arts or music have special opportunities at Lang. Lang offers five-year dual degrees with Parsons The New School for Design and with The New School for Jazz and Contemporary Music. Each results in students’ earning two degrees, a bachelor of arts in liberal arts and a bachelor of fine arts, and provides both a liberal arts and a practical arts education.

**BA/BFA Degree Requirements**

To receive the dual BA/BFA degree, a student must complete a total of 180 credits: 90 liberal arts credits and 90 credits of studio work in art or music. To fulfill the BA component of the degree, students must take at least one Lang course each semester, completing a minimum of 44 credits (eleven courses) at Lang, including all requirements for a Lang area of study and senior capstone. In addition, students must complete the general education requirements in writing and the University Lecture courses.

For information about the BA components of the combined degree, including the transferability of credits toward the BA component, consult with the assistant dean of students at Lang. For information about completing the BFA component at Parsons, visit www.parsons.edu/degrees. For information on completing the BFA component of the Jazz program, visit www.newschool.edu/jazz. The transferability of prior studio credits is determined by the Parsons Office of Admissions or the Jazz Office of Admissions.

### BACHELOR’S/MASTER’S PROGRAMS

Students can accelerate their progress toward a master’s degree by combining their undergraduate work at Eugene Lang College with graduate study at one of the university’s graduate schools. Students can apply for any of these programs in their junior year at Lang. Students accepted to a BA/MA program may take up to 12 credits of approved graduate-level courses, which they can apply toward the BA degree at Lang and toward an MA or MS degree upon entry into the graduate program.

Lang offers the following approved bachelor’s/master’s options.

**The New School:** Media Studies, International Affairs.

**The New School for Social Research:** Anthropology, Economics, Liberal Studies, Philosophy, Political Economy, Political Science, Psychology, and Sociology.


Questions about bachelor’s/master’s degrees should be directed to the Academic Advising Office. Applications and other information can be found on the Lang website at www.newschool.edu/lang.
ADMISSION

Eugene Lang College encourages applications from students who combine inquisitiveness, seriousness of purpose, and maturity with the ability to participate fully in a distinctive and challenging liberal arts program. It renders admissions decisions without regard to race, color, religion, national origin, political affiliation, handicap, sex, sexual orientation, or age, and does not limit the number of students admitted from any one school or geographic area.

The Admissions Committee for Eugene Lang College, working with the dean, sets the requirements for admission to the college, reviews applications, and is solely responsible for admission decisions. Respectful of the uniqueness of every applicant, the committee carefully evaluates each application on an individual basis and does not adhere to rigid admission formulas; at a minimum, however, admitted students must present evidence of achievement in college preparatory courses and demonstrate well-developed writing skills.

The application process should be seen not as a test but as a way of clarifying one’s educational needs and describing one’s experiences (academic and nonacademic), hopes, and expectations. Applicants are responsible for meeting all deadlines, selecting appropriate individuals for academic and personal references, writing thoughtful essays, and scheduling interviews. If questions or problems arise during the admissions process, it is important that the applicant contact the Office of Admissions promptly.

HOW TO APPLY

To expedite the admissions process, use Lang’s electronic application at www.newschool.edu/lang. Students can also mail a completed application* and the non-refundable application fee in the envelope enclosed in the application packet. Essays, transcripts, recommendations, reports on interviews (if any), test scores, and supplementary materials may follow at a later date. Students who have not received an application packet or who have questions should contact the office of admissions at 212.229.5665, fax: 212.229.5355, or email: lang@newschool.edu.

* Lang accepts the Common Application (administered by the National Association of Secondary School Principals) in lieu of its own form and gives the Common Application equal consideration. The Common Application may be obtained from high school guidance offices or online at www.commonapp.org. The College Entrance Examination Board (CEEB) code for Eugene Lang College is 2521; the ACT code is 2828.

Immunization Requirements

New York State requires that matriculated students enrolling for 6 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 affirmatively decline the immunization. All new students receive in their admissions 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 requirement and meningococcal disease is posted by the university at www.newschool.edu/studentaffairs/health.

Regular (Freshman) Admission

High school seniors may apply for admission as first-year students for the fall and spring semester. The Admissions Committee considers many factors in reviewing applications for freshman admission. Of primary emphasis is academic preparation, which should include coursework in English, history, social science, a foreign language, mathematics, and science. In addition, the individual character, creativity, and intellectual promise of each student are evaluated based on the information provided. A personal interview is strongly recommended although not required. Personal interviews are evaluative in nature and become part of the student’s application. If an applicant cannot travel to New York for an interview, a telephone or off-campus interview can be arranged by contacting the Office of Admissions.

Early-Entrance Admission

Each year, Eugene Lang College offers admission to a limited number of students who are interested in beginning college early in lieu of completing the final year of high school. Students must demonstrate evidence of strong academic promise, and personal maturity and have the support of their high school. Arrangements to obtain a high school diploma must be made with the student’s high school prior to admission. Early-entrance applicants follow the same admission procedures as regular freshmen except that they may submit Preliminary Scholastic Aptitude Test (PSAT) scores in place of SAT or ACT scores. Early entrance is available for the fall semester only.

Early-Decision Admission

High school seniors who decide that Eugene Lang College is their first choice and who wish to be informed of the Admission Committee’s decision early can apply for admission under the early-decision option. Applicants should be aware that this option is binding. Students who are admitted are required to withdraw all applications from other colleges and enroll at the college for the following fall term. In some cases, the Admissions Committee may decide to hold off on a final decision in order to review further information, including first-semester grades, new writing samples, and additional recommendations. If this occurs, the application will be reviewed again with the regular pool of applicants and the decision is no longer binding.

Admission for International Students

The New School’s reputation for academic excellence and the New York City location make Eugene Lang College appealing to students from other countries. Currently, approximately four percent of the students in the college are international. Lang encourages applications from international students who are able to meet the same admission requirements as applicants in the United States. Application materials are the same with one addition: students whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL). A score of 600 or above on the TOEFL written exam is preferred (250 on the electronic test; 100 on the Internet-based test). For information about visas and other non-academic requirements, see International Student Services on page 47.
Advanced Standing and Transfer Credits

Applicants who have previously completed college-level courses may qualify for advanced standing. Such applicants will receive a preliminary evaluation of their prior credits after they have been admitted to Eugene Lang College. Each course will be evaluated individually. Generally, courses transferred count toward general credit requirements only and not towards area of study requirements. To apply a transferred course to specific course requirements, an admitted student must consult with the appropriate area of study chair and provide a course syllabus for review. Note: the maximum number of credits that can be transferred is 60 (except that students admitted to a BA/BFA program can transfer 45 liberal arts credits and 45 fine or performing arts credits for a maximum total of 90 credits).

Advanced Placement (AP) and International Baccalaureate (IB) Examinations

Eugene Lang College will award four college credits for any single AP examination (except Studio Art) for which the student received a score of four or five. The college will award four credits for each subject for a score of 5, 6, or 7 on the higher-level IB examinations. No credit will be awarded for standard-level examinations. The maximum number of credits that can be awarded based on AP and/or IB examinations is 30. Credits earned by examination count toward general credit requirements only, and cannot be used to meet area of study requirements.

College Courses Completed in High School

College-level courses in the liberal arts earned at accredited college or university prior to high school graduation will be considered for transfer credit to Eugene Lang College. To receive credit, a course must have been completed with a grade of C or better. A C- does not transfer, pass/fail courses and courses otherwise not graded will be considered for credit if accompanied by documentation showing that the student’s work would have earned a grade of C or better if the course had been graded. Credits received for vocational or pre-professional courses (such as nursing, home economics, health education, etc.) are not transferrable. Credits received for internships and independent study may be transferred, but are subject to careful evaluation. The applicant must submit a description of the work completed and appropriate supporting documents.

Transfer Student Admission

Students who are attending or have attended another college or university and who wish to complete their education at Eugene Lang College may apply for admission as transfers. Prospective transfer students follow the same procedures as prospective freshmen, but they must also submit official transcripts of all college work. To qualify for transfer admission, students must have completed at least one full year of study at a regionally accredited institution and are expected to spend a minimum of two years at Eugene Lang College. Transfer of credits depends on the courses taken and grades received (see the section above, Advanced Standing, for information on policies regarding the evaluation of transfer credits). Note: Students with less than one full year of college credits to transfer should apply for admission as freshmen with advanced standing.

Admission to BA/BFA Programs

Applicants for a BA/BFA program must file the admissions application for the joint BA/BFA program, which is accessible online from the admissions website. Lang and Parsons have separate admissions offices, but they work together to review BA/BFA admission materials. Students may submit their application form and credentials (transcript, essays, test scores, and recommendations) to either admissions office, which will share them with the other admissions office. At Eugene Lang College, questions about BA/BFA program degree programs should be directed to the assistant dean of students or the senior admissions counselor.

Both high school seniors and current college students interested in the combined programs may apply for admission as first-year or as transfer students, respectively.

Application form and deadlines can be found at www.newschool.edu/lang/admissions.

- Parsons The New School for Design: Applicants to the BA/BFA program at Parsons must submit a home exam to evaluate their artistic abilities and a portfolio. Instructions for the preparation of these creative materials can be found in the Parsons catalog or by contacting the Parsons Office of Admissions at Parsons The New School for Design, 66 Fifth Avenue, New York, NY 10011; phone 212.229.8910.
- The New School for Jazz and Contemporary Music: For Jazz applicants, an audition is required. For information about auditions, contact The New School for Jazz and Contemporary Music at 55 West 13th Street, 5th floor, New York, NY 10011; phone 212.229.5896.

Special Admission (Nonmatriculated)

Students who wish to take courses at Eugene Lang College without matriculating in a Bachelor of Arts program can apply as special students using an abbreviated application form. If admitted, special students can take a maximum of four courses during one academic year, subject to permission. Enrollment as a special student does not guarantee admission to any degree program. Special students who wish to remain at Lang for more than one year or to enroll as a degree student must apply using the appropriate Freshman or Transfer application. Special students are not eligible for financial aid or university housing.

Visiting Students

New York Connections

New York Connections offers current college students a chance to further their course of study at a small, seminar-based college focusing on humanities, social sciences, and the arts located in the heart of New York City. The New York Connections program consists of challenging focused work in a desired discipline, with the opportunity to take courses throughout the university, and to participate in an internship.

Visiting students are not eligible for Lang financial aid. Students should check with their home school regarding transfer of financial aid. For more information on the admissions process, and for general inquiries about the program, please contact the office of admissions.
Sarah Lawrence Exchange Program
Deadline to Apply:
Fall: March 15
Spring: October 15
In 1996, Eugene Lang College inaugurated an exchange program with Sarah Lawrence College in Bronxville, New York. This program enables students from both colleges to study on one another's campus or abroad for an academic semester or year. Credits transfer automatically for courses completed with grades of C or better. Students pay tuition and fees, and room and board charges to their home institution; all financial aid grants and loans are applied to these costs. In order to qualify for this exchange program, students must have a strong academic record and must have junior class standing.

Deferred Admission
Students admitted to Eugene Lang College who wish to delay their entrance for a semester or a year may request a deferral. The request must be in writing and submitted to the director of Admissions. Students who choose this option may not enroll in another institution as a full-time matriculated student during the deferred period.

Readmission of Former Students
Any student who has been out of attendance for one academic year or less (one or two semesters) should contact Lang advising directly. Any former student who has been out of attendance for more than one full academic year or beyond an official leave of absence and who wishes to return to Lang must apply for readmission. Students who have attended another institution since their last attendance at Lang must submit official transcripts from those institutions. Students may also be asked to have a personal interview and submit additional materials.

APPLICATION DEADLINES AND REQUIREMENTS

Regular First-Year Student
Application Deadline: February 1 for fall; November 15 for spring
Required Items:
• Application
• Essays
• $50 nonrefundable application fee
• Secondary school transcript
• Counselor recommendation
• Teacher evaluation
• SAT or ACT results
• TOEFL results
• Interview (recommended, but not required)

Early Decision
Application Deadline: November 15
Required Items: Same as for regular first-year student

Early Entrance
Application Deadline: February 1
Required Items:
• Same as for regular first-year student except PSAT scores may be substituted
• One additional teacher evaluation

Transfer
Application Deadline: Rolling between February 1 and May 15 for fall and November 15 for spring
Required Items:
• Same as for regular first-year student
• Official college transcripts

Readmission
Application Deadline: July 1 for fall; December 1 for spring
Required Items:
• Readmission application
• $50 nonrefundable application fee
• Statement of intent

Special Student
Application Deadline: July 1 for fall; November 15 for spring
Required Items:
• Special student application
• Essay
• Transcript from last institution
• $50 nonrefundable application fee
• Interview (not required)
• TOEFL results

New York Connections
Application Deadline: May 15 for fall; November 15 for spring
Required Items:
• Application

Visiting Student Program
Required Items:
• Statement of interest
• $50 nonrefundable fee
• Dean's recommendation
• All official college transcripts

Lang–Sarah Lawrence Exchange Program
Application Deadline: March 15 for fall; October 15 for spring
Required Items:
• Application
• Statement of interest
• Faculty recommendation
• Official college transcript

1 Classes for the fall semester begin in September, and the spring semester begins in January. Consult the academic calendar on the Lang website or in the front of this catalog for details.

2 The TOEFL is required for international students whose first language is not English.
ORIENTATION

Held the week before the start of classes, orientation at Eugene Lang College acclimates students to academic and social life. During the week of orientation and the registration adjustment period that follows, students have ample opportunity to interact with faculty, administrators, peer advisors, and other students to discover the academic, cultural, and social richness of the college, the university, and the city. Orientation programs include advising and counseling, opportunities to meet faculty, cultural activities in the city, library and computer facilities workshops, safety workshops, a student activities fair, and other university-wide activities.

STUDENT STATUS

All Eugene Lang College degree candidates are admitted as full-time students. Full-time status is considered as registered for 12 credits or more. The flat-rate tuition covers the following:

- 12 to 19 credits for the BA program
- 12 to 21 credits for the combined BA/BFA program with Parsons The New School for Design, or The New School for Jazz and Contemporary Music

Requests for permission to register for more than 19 credits must be submitted to an academic advisor. Only junior or seniors are eligible to request excess credits and they must include appropriate justification in the petition. The student will be required to pay the additional tuition charges for any excess credits.

Part-time students. After completing at least one year of full-time study in the college, a student may petition for part-time enrollment status with approval from the assistant dean of students. Part-time status refers to a student registered with fewer than 12 credits. Please note this status affects financial aid eligibility, housing eligibility, and academic progress toward graduation. All international students without exception must also obtain permission from International Student Services because student visas require full-time enrollment. Part-time students are charged tuition on a per-credit basis, which is based on rates for Lang College (even if the course is taught through another school).

FINANCIAL AID AND SCHOLARSHIPS

Student Financial Services

The Office of Student Financial Services at The New School provides a comprehensive program of financial services for degree-seeking students including significant institutional scholarship support to eligible students on the basis of merit and need. Eligible students may apply for assistance under the following federal, state and institutional aid programs:

Scholarship and Grant Programs

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

Loan Programs

Federal Stafford Loan Program
Federal Parent Loan for Undergraduate Students (PLUS) Program
Federal Perkins Loan Program
Private credit-based educational loans

Work Programs

Federal Work-Study Program
On-Campus Student Employment

Other Programs

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

HOW TO APPLY

In general, to be eligible to apply for assistance under the programs listed above students must be matriculated in a degree program and be enrolled at least half-time. In addition, to be eligible for federal assistance, students must not be in default or owe a refund on any of the federal aid programs. Students interested in applying for the government and institutional financial assistance programs listed above must complete a Free Application for Federal Student Aid (FAFSA) annually. The New School’s code is 002780. Students are encouraged to file this form electronically at www.fafsa.ed.gov. Completion and submission of the FAFSA will enable Student Financial Services to receive a need analysis report, or Student Aid Report (SAR), electronically. International students may be eligible to receive institutional scholarships, and may apply by completing the International Student Scholarship Application annually.
ESTIMATED COST OF ATTENDANCE AND DETERMINING ELIGIBILITY

The information on student resources contained in the Student Aid Report (SAR) allows Student Financial Services to determine a student's eligibility for institutional scholarship awards as well as eligibility for 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, or Cost of Attendance, 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 subsidized and unsubsidized Federal Pell Grants, Federal Supplemental Opportunity Grants, Federal Stafford Loan, Federal Perkins Loan, 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.

Details on all tuition, fees, and other educationally related expenses can be obtained by contacting Student Financial Services or visiting www.newschool.edu/admin/finaid/faid/index.html.

Typical School Year Expenses 2007–08 Academic Year

Full-Time On-Campus Resident

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (undergraduate)</td>
<td>$30,660</td>
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<tr>
<td>University Services Fee</td>
<td>$200</td>
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<tr>
<td>Divisional Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Student Health Insurance</td>
<td>$1,667</td>
</tr>
<tr>
<td>Room*</td>
<td>$8,750</td>
</tr>
<tr>
<td>Board</td>
<td>$3,000</td>
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<tr>
<td>Personal Expenses</td>
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<tr>
<td>Transportation</td>
<td>$684</td>
</tr>
<tr>
<td>Books and Supplies</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$48,591</strong></td>
</tr>
</tbody>
</table>

*Actual-on-campus housing charges will vary from student to student.

For more information, visit www.newschool.edu/studentservices.html and choose Student Financial Services.

All applicants may apply for financial aid...

PROGRAMS AND SCHOLARSHIPS

Grant Programs

**Eugene Lang College Grants**

Approximately 71 percent of the Eugene Lang College student body receives financial aid directly from university funds in the form of Eugene Lang College grants. Awards are based on need as determined by the FAFSA. The average award for new students for the 2006–07 academic year was $13,910.

**Federal Pell Grants**

Available to matriculated undergraduates enrolled at least half-time (i.e., taking at least 6 credits), Pell Grants are awarded on the basis of need as determined by the Pell Grant eligibility formula. Current awards range from $400 to $4,050.

**Federal Supplemental Educational Opportunity Grants**

A federally funded undergraduate program administered through the university, Supplemental Educational Opportunity Grant (SEOG) are used to supplement the grant portion of aid packages. Recipients are selected on the basis of need, with awards ranging each year from $500 to $2,000, depending on the availability of funds.

**New York Tuition Assistance Program**

The New York Tuition Assistance Program (TAP) is a state grant program available each year to New York State residents attending college within New York State. Applicants must: (1) be permanent residents of New York State for the preceding year (residence for the purpose of attending college is not sufficient) and be U.S. citizens or permanent residents; (2) be matriculated for 12 or more credits per semester; (3) maintain good academic standing; (4) have, if dependents, a New York State net taxable family income below $50,500. If applicants are independent, single, and without dependents of their own, their New York State net taxable income must be below $10,000. To determine income eligibility, check with the university financial aid office. The state net taxable income is reduced if more than one member of a household is enrolled in college, so all students are encouraged to apply. Undergraduate awards range from $100 to $5,000 per year, and students may receive payment for up to eight full-time semesters. Awards are reduced for undergraduate students who receive four or more payments from the program.

**Occupational and Vocational Rehabilitation Program**

The New School is an eligible institution for the New York State Occupational and Vocational Rehabilitation Program (OVR). Students approved by their home state’s vocational rehabilitation program must also meet all other entry requirements of The New School. Depending on the state, a student may receive as much as, or more than, half the cost of yearly expenses. For information and application, students should contact their state's Department of Vocational Rehabilitation directly.

**Grants from Other Regions**

Rhode Island, Vermont, and Washington, DC, are among jurisdictions offering grants that may be used at New York State institutions. Requirements for qualifying students vary from state to state, with maximum awards as high as $2,000. However, 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 education department.

Additional Information

Forms, instructions, and program details are available from Student Financial Services, The New School, 65 Fifth Avenue, New York, NY 10003, 212.229.8930, sfs@newschool.edu, or can be found in the Financing Solutions Guide online at www.newschool.edu/admin/finaid/faid/index.html. Students are entitled to request information on all programs and application procedures in a paper format, and can do so by contacting Student Financial Services at 212.229.8930.
Federal Loan Programs

The Federal Family Education Loan programs (FFELP) include the Federal Perkins Loan program and the Federal Stafford Loan program.

Federal Perkins Loan Program

The Perkins Loan Program is a school-administered federal government loan program. Student eligibility and the size of each loan are determined by the university financial aid office. Repayment of the loan begins nine months after graduation or leaving school, and may extend up to ten years. The current interest rate, payable during this payment period, is five percent on the unpaid principal. First-time borrowers will be required to attend a group interview during the registration period to learn about their rights and obligations.

Federal Stafford Loan Program

Federal Stafford Loans are the most common source of education loan funds. The program is a federally sponsored and makes funds available through eligible lending institutions. There are two types of Stafford loans: subsidized loans, which are need-based; and unsubsidized loans, which are not need-based.

Federal Subsidized Stafford Loan. Qualifying students for the Subsidized Stafford Loan must: (1) be U.S. citizens or permanent residents, (2) be matriculated in a degree program and be enrolled at least half-time, (3) have completed and submitted the FAFSA, and (4) demonstrate financial need. The Federal government pays the interest on these loans while students are enrolled in school and during the grace period before the student begins to repay the loan.

Federal Unsubsidized Stafford Loan. Unsubsidized Stafford Loans may be available to students who meet the first two criteria noted above for the subsidized Stafford Loan, but who do not demonstrate financial need. Borrowers are responsible for paying interest on these loans as soon as they are borrowed. Other terms are the same as subsidized Stafford Loans. Undergraduate students who meet federal criteria for independence and graduate students may borrow additional funds under this program. (The Federal Unsubsidized Stafford Loan Program has replaced the Supplemental Loans for Students [SLS] Program).

Additional Information

An important source, Meeting College Costs, is available free from your high school guidance offices or from the College Scholarship Service, Box 176, Princeton, NJ 08540.

For further information contact:
University Financial Aid Office
The New School
65 Fifth Avenue
New York, NY 10011
Phone 212.229.8930

Work Programs

Two programs provide on-campus employment for New School students: the Federal Work-Study Program and the On-Campus Student Employment Program. Students in either program may work a maximum of twenty hours per week while classes are in session. Students interested employment should contact the Student Employment Office, 65 Fifth Avenue, Room 105, New York, NY 10013. Income from either work program is taxable, and students are responsible for any federal, state, or local tax liability incurred.

Federal Work-Study Program

The Federal Work-Study Program (FWSP) is a school-administered, government-supported work program. Depending on funds available, work grants are made to qualifying students, usually up to a maximum of $3,000 per year. This program provides students with on- and off-campus employment in nonprofit agencies. Part-time work is available when classes are in session. Students may work a maximum of twenty hours per week when classes are in session. Limited full-time employment is offered during winter break or other vacation periods. Student file applications for specific work-study jobs after they receive notification of their FWSP award, and job placement begins immediately following registration in the fall. Jobs are posted in the Student Employment Office, 65 Fifth Avenue.

On-campus Student Employment Program

Employment is available through the On-Campus Student Employment Program (OCSE) for all students who are enrolled in a degree program, taking at least 6 credits, and not eligible for the Federal Work-Study Program. The On-Campus Student Employment Program is also open to international students who meet the above enrollment criteria.

Scholarships

A number of scholarships have been established at The New School for which students at Eugene Lang College are eligible. Unless noted otherwise, students do not have to specifically apply. Every student who applies for financial aid will be automatically considered once eligibility for financial aid has been established. A number of scholarships have been established at The New School for which students at Eugene Lang College are eligible. Unless noted otherwise, students do not have to apply for these awards. Every student who applies for financial aid will be automatically considered once eligibility for financial aid has been established.

Bea Banu Scholarship. Established in honor of Bea Banu, former dean of Eugene Lang College, this scholarship is awarded to a student demonstrating both need and merit.

Jacob Burns Scholarship. This scholarship is awarded to students who demonstrate both need and merit.

The Robert C. Byrd Honors Scholarship Program. This federally funded, state-administered program is established to recognize exceptionally able high school seniors who show promise of continued excellence in post-secondary education. High school students should apply directly to their state's education agency.

Excel Scholarships and Fellowships. This university-wide scholarship and fellowship endowment was created to reward merit and to reduce the debt incurred by undergraduate and graduate students.

Cynthia Fanton Scholarship. Awarded to students with financial need and merit, this scholarship gives preference to those students planning to become educators.

Daniel Fraad Scholarship. This scholarship is awarded to a student demonstrating both need and merit.

Elizabeth Glaser Scholarship. Inspired by Elizabeth Glaser's commitment to helping care for children with HIV and AIDS, Vera G. List, a life trustee and longtime benefactor of the university, established this scholarship to honor the founder of the Pediatric AIDS Foundation.
Each division of The New School chooses its own recipient; the order is based on the completion of a degree, provided a high academic standard is maintained.

Inner-City Scholarship Fund in the Arts. Established to assist a low-income, inner-city American student entering an undergraduate degree program at any of The New School’s divisions, this scholarship is awarded to students interested in a career in music, visual arts, writing, theater, or dance. Recipients are selected by the Office of the President upon recommendation of the dean.

Stephen Kennedy Scholarship. Established in honor of the former Associate Vice President and Treasurer of The New School, this scholarship is awarded on the basis of financial need and merit.

George F. Kettle Scholarship. This scholarship is awarded to an incoming first-year student with strong sense of community involvement and volunteerism.

Eugene M. Lang Scholarship. These scholarships and summer stipends are awarded to new students with great leadership potential for community service who show financial need. Students must apply through the Office of Admissions. Continuation of the award is contingent on recipient’s maintaining satisfactory academic standards.

Dorothy and Jerome Lemelson Scholarship. Established to assist needy students, this scholarship gives preference to the physically handicapped, especially to students with cerebral palsy.

Albert A. List Prize Scholarship. This scholarship is awarded to new and continuing students from New York City high schools.

Vera G. List Scholarship. Established to assist new and continuing students at Lang, this award gives preference to minority students.

Henry Loeb University Scholarship. Established in 1987 by family and friends of Henry Loeb, former Chairman of the Board of The New School for Social Research, on the occasion of his 80th birthday, this scholarship is awarded to recipients based on need. Each recipient retains the award until the completion of a degree, provided a high academic standard is maintained. Each division of The New School chooses its own recipient; the order is based on the date of the division’s establishment within the university.

Ambassador John L. Loeb, Jr., Scholarship. This scholarship is awarded annually to undergraduate students of American history and the U.S. Constitution.

Jesse McCutchen, Jr. Scholarship. Established by Vera G. List in honor of Jesse McCutchen, Jr., a New York City sanitation worker who rescued a female jogger from an attacker in Central Park, this scholarship is awarded to minority students demonstrating both merit and need.

Albert and Infra Milano Assistance Scholarship. Established to assist new and continuing students, primarily from the New York City area, this scholarship is awarded on the basis of substantial financial need for those who would not otherwise be able to attend college.

Lewis Rudin Memorial Scholarship. Awarded to students concentrating in urban studies and demonstrating financial need, this scholarship was established by the May and Samuel Rudin Family Foundation.

Bernard & Irene Schwartz Merit Scholarships. These scholarships are awarded to incoming freshman students who are in good academic standing and demonstrate financial need. The scholarship is awarded to students for four years provided they maintain academic excellence throughout their tenure at Lang.

Malcolm & Betty Smith Merit Scholarship. Established by long-time university trustee and friend Malcolm Smith, this scholarship is awarded to students selected in their junior year to be used in their senior year. Preference is given to students with an exemplary academic record, with demonstrated financial need, and whose commitment to civic engagement has been demonstrated through community service.

Senpo Sugihara Scholarship. Established in June 1991 with a gift from Vera G. List to honor Senpo Sugihara, a diplomat from Japan who rescued 3,500 Jews during WWII by giving them sanctuary in Shanghai, this scholarship is awarded to an outstanding student with financial need.

Thanks to Scandinavia Scholarship. Awarded to students across the university, this scholarship has been made possible by a gift to the Thanks to Scandinavia Organization by Vera G. List and university trustee Henry Arnhold, to show appreciation to the Scandinavian people for their help in rescuing Jews during the Holocaust. Students must apply through Student Financial Services.

John Tishman Scholarship. Named in honor of the former chairman of the Board of Trustees for his outstanding leadership, this scholarship is awarded to one outstanding student in recognition of high scholastic achievement and evidence of commitment to public service and community involvement.

The Tishman Scholarship for Environmental Studies Students. Established in 2006, this scholarship is intended for students of excellent academic record who are interested in environmental studies.

The Tishman Environmental Merit Scholars Program. Students accepted to this program spend one summer in Alaska interning with an organization affiliated with the Alaska Conservation Foundation and complete a series of five courses in environmental studies. During the fall semester, students interested in the environment and grassroots activism and ready to gain experience working in a nonprofit organization should contact Nevin Cohen at cohenn@newschool.edu.

University Scholars Program. These scholarships are available to qualified students of color planning to attend a school of the university. Awards are given on the basis of need and demonstrated outstanding ability, and are contingent on satisfactory progress toward the degree. The award is added to the financial aid package to decrease unmet need.

Judith Walzer Scholarship. Awarded to students showing great academic potential and financial need, this scholarship gives preference to students with a strong interest in literature and writing.

Raoul Wallenberg Memorial Scholarship Fund. Established in 1987 by Vera G. List in memory of Raoul Wallenberg, a Swede who rescued thousands of Hungarian Jews during WWII, this scholarship is awarded annually to a full-time student from Sweden or of Swedish descent. The amount of the award may vary from year to year.

Brian Watkins Memorial Scholarship. Established in 1990 by Vera G. List in memory of a young man from Provo, Utah, who was killed in a New York City subway station while defending his mother, this endowed scholarship is awarded annually to a Lang student who demonstrates outstanding academic ability, community involvement, and a commitment to helping others.

The Erwin S. and Rose F. Wolfson Student Scholarships, Fellowships, and Loans. This scholarship is open to undergraduate and graduate students who have completed at least one year of study and have demonstrated outstanding academic ability, motivation, and promise of achievement, and financial need. These renewable scholarships, fellowships, and loans cover tuition and fees, and are contingent on continued scholastic achievement. Award amounts vary depending upon need.

The Hajime Yoshida Scholarship. Established in 1994 by Eugene M. Lang in honor of a business colleague and close trusted friend, this annual scholarship is awarded to an outstanding Eugene Lang College student with a specific preference for students who are Japanese or of Japanese descent whose focus is in economics or international relations.
Special Scholarship Programs

**LangCorps.** LangCorps is a three-year curriculum designed to help students create and find innovative service-based projects in various communities. Students gain access to “community-based experiential learning” opportunities in New York City and beyond. They cultivate practical arts of citizenship through a program that fosters the commitment, ideas, and techniques essential to effective participation in a democratic society. Accepted students are engaged in curricular and co-curricular activities leading to a Senior Group Work project to be presented to the Lang community. Students who stay in the program receive a scholarship of $2,500 over the three years.

**Civic Engagement Scholarship Programs:**

**City Year Scholarship Program.** This scholarship is offered to Lang students in partnership with City Year New York, which was founded in 2003 as a response to the September 11 attacks. The program fosters the spirit of volunteerism in New York City. The New School will offer five scholarships of $4,725 to entering Lang College freshman who are graduates of the City Year program. City Year graduates who served one year will receive an award of $4,725 from City Year, and $4,725 for each of the four years from The New School. Program graduates who have two years of City Year service will receive $4,725 in each of the freshman and sophomore years from City Year, and $4,725 for each of the four years from The New School.

**Horatio Alger Scholar.** This annual award honors the achievements of outstanding individuals in our society who have succeeded in spite of adversity. Scholarship recipients also receive financial aid counseling, and internship and job placement assistance. For more information about the scholarship and how to apply, please visit www.horatioalger.com.

**Institute for Urban Education Opportunity Awards.** The Institute for Urban Education (IUE) at Eugene Lang College is a new interdisciplinary center for university engagement related to youth development and public education. It offers innovative community-based programs in partnership with public schools, exciting public programming at the college, and professional development for educators and youth workers. For admitted applicants who were active IUE participants, Lang offers full funding and will meet 100% of their financial need through a combination of federal, state, and Lang financial assistance programs. Depending on need levels and eligibility for federal and state aid programs, the scholarship awards range from a few thousand dollars to full-tuition. Selected students will be expected to avail themselves of the maximum federal Stafford Loan limits.

Eugene Lang College's academic program is demanding, challenging, and rigorous. Its overarching purpose is to develop students’ skills of critical inquiry, intellectual analysis, creative thought, and verbal expression necessary for responsible and creative participation in society. The program offers an individualized approach to learning that addresses each student’s unique needs and interests. The student is actively involved in defining a program responsive to those needs.

The college’s faculty, which includes scholars, writers, and artists, is deeply committed to teaching. The learning experience centers on small seminar classes. Lang students are not passive recipients of information, but intellectual participants, actively engaging the material, posing, and responding to compelling questions, and challenging one another through informed discussion.

**Curriculum and Courses**

**The First-Year Studies**

While Lang has few academic requirements, most of them are in the first year. Studies have shown that academic support in the first year helps ensure that new college students have rewarding and successful experiences, and stay in college. To begin, students are required to take an Advising Seminar. This academic course is limited to twelve students, and gives students close contact with their faculty advisor who is the advisor to all the students in the class. Advising seminars, whose primary content differs by faculty member, are structured to begin to develop skills and knowledge that students use throughout their studies at Lang and beyond.

Students also take Reading NYC. One of the reasons students come to Lang is its location in New York City. Reading NYC courses use the academic discipline of the instructor to help them see New York in new ways while introducing academic subjects, such as religious diversity in New York, art in the subway, or the problem of garbage in a city of eight million people. This two-credit class meets once a week and gets students out into the city.

They also take two semesters of Writing the Essay because students need to be able to communicate ideas in a compelling way. Many students accepted to Lang have strong communication skills, both oral and written. But most lack the skills needed to make an effective and persuasive argument. These courses help students think critically, develop ideas, research issues, and marshal reasoning.

The final requirement is the First-Year Workshop. This course is led by a seminar fellow, an upper-class student who has been through extensive training and preparation. This is a two-credit course that helps students acclimatize themselves to living away from home and succeeding in college, such as making smart choices, managing their time, and studying effectively.

A special feature of the first year studies is the Lang Laboratory. These are courses in which faculty experiment with topics and teaching methods. Two such courses for 2007–08 are Energy and Sustainability, a team-taught course that examines the uses and abuses of energy from multiple perspectives, and Reacting to the Past, courses that use elaborate games to teach pivotal moments in history, such as Athens in 403 BC, America in 1776, France in 1791, and India on the eve of independence in 1945. Students are assigned roles of historical characters. Through the debates, reading, and writing accompanying these dramatizations, they achieve a vivid understanding of the struggles and conflicts rife in those times.
Sophomore Year

In their sophomore year, students explore study abroad options and internship opportunities (see Beyond the Classroom and Special Programs). They also focus more on their academic interests in preparation for declaring their area of study. In the second semester or prior to earning 60 credits, students declare their area of study. They must declare before the registration period for the junior year or risk a registration hold. Transfer students admitted with junior standing have a grace period of one semester to declare their area of study. Students may declare sooner if they are certain of their focus. For more information, students should schedule an appointment with the sophomore class advisor or visit www.newschool.edu/lang and navigate to "Academics," followed by "Academic Advising and Registration," followed by "Sophomores."

Junior Year

In their junior year, students take upper-level courses for more in-depth study of their academic interest. During this year, they clarify the particular requirements for their declared area of study and determine which requirements have not been satisfied. They also explore how their chosen area of study fits into their academic passions, post-graduate plans, and personal interests. Students at Lang must complete a senior capstone requirement in their area of study. In the second semester of their junior year, they conduct preliminary research for this requirement. It can be satisfied with an individual project, a collaborative project, or a special seminar course if available in their particular area of study. Students should note that there may be a prerequisite course requirement before they can register for the special seminar course. Students should meet with their advisor, chair, and/or the junior class advisor to discuss their plans. For more information, visit www.newschool.edu/lang and navigate to "Academics," followed by "Academic Advising and Registration," followed by "Juniors."

Senior Year

All seniors must indicate how the senior capstone requirement will be satisfied by filling out a declaration form, available from the Academic Advising Office. Unless approved for an exception, this requirement must be completed in their declared area. In most cases, students receive four total credits toward graduation. The requirement may be fulfilled in either the fall or spring semester of senior year. Students should consult with the chair (or designee) of their area of study before the proposal is submitted. Students are strongly encouraged to meet with the senior class advisor at least two semesters in advance of graduation for a graduation audit to ensure all degree requirements will be satisfied. More information, including important deadline information is available by visiting www.newschool.edu/lang and navigating to "Academics," followed by "Academic Advising and Registration," followed by "Seniors."

Beyond the Classroom

Lang offers both the usual and the unusual. Students can intern at MTV or Comedy Central, at Random House or Teen Vogue, or through the 1 Have a Dream Foundation in after-school programs with first- and second-graders who are learning about the theater or with a reading program in Harlem. They can volunteer at the U.N. Relief Work Agency or the Gay Men’s Health Crisis. In our five-week summer program, students can study issues of emerging democracies in Krakow, Poland; in our January program in Cape Town, they can learn about post-apartheid South Africa alongside students from around the world. They can take in the contemporary theater and music scene at the summer Edinburgh International Festival in Scotland. Offerings closer to home include researching a media project at the Museum of Television and Radio with access to their vast archives, and a mini-course focused on a new exhibition at the Museum of Modern Art, including meeting with the curators to discuss the exhibition.

Experiential courses

Lang experiential courses open up the intellectual and cultural richness of the New York City environment. Many of these courses provide students with tickets to cultural and artistic sites and events around the city.

NOTE: Students may take only one experiential course per year. These courses are 2 credits and may be graded pass/unsatisfactory. Offerings might include:
- LARS 2019 Arts in NYC
- LARS 2025 Lang at Guggenheim
- LDAN 2021 Lang at Judson Church
- LTHR 2011 Lang at the Public
- LTHR 2060 Seeing Performance

Lang Outdoors and Wellness Courses

These courses offer physical challenges while exploring political, cultural, and environmental issues in the urban environment. Offerings might include:
- LWEL 2001 Lang Cycling Team
- LWEL 2003 Lang on the Hudson
- LWEL 2004 Lang Marathon Team
- LWEL 2115 Pilates
- LWEL 2125 Yoga: Philosophy and Practice
- LWEL 2130 Buddhist Meditation
- LWEL 2205 Lang Urban Park Rangers
- LWEL 2301 Lang Mural Project

Other Beyond the Classroom courses

LWRT 2000 Public Readings: students attend literary lectures and readings
LNGC 2000 Lang College Singers: Lang’s official vocal music ensemble
Visit www.lang.edu/academics for more information on these courses.
Programs and Special Courses

Independent Study
A junior or senior with prior coursework in a specific area may undertake independent study to explore a focused topic not normally offered in the curriculum. The student works with a full-time faculty mentor who has agreed to supervise the independent project. Proposals for independent study must be submitted prior to the semester in which the independent study is to be carried out. The student must complete an independent study contract, which requires the signatures of the supervising faculty member and the associate dean. It must include a description of the proposed course of study, a bibliography, and the schedule of planned contacts with the advisor. A student may not register for Independent Study without written approval of the associate dean. The contract form is available in the associate dean’s office.

Seminar Fellows Program
This program places qualified students as facilitators of the First-Year Workshop, a workshop designed to assist new first-year students with the transition to collegiate life, and specifically Eugene Lang College. Participation in the program is selective. Upon selection, students participate in extensive pre-service training with the First-Year Advisor. During the semester of service, Seminar Fellows register in a four-credit internship with weekly meetings, and most importantly conduct the 2-credit weekly workshop for first-year students. Seminar Fellows also maintain regular communication throughout the term with the assigned faculty advisor for their students, with particular attention to students experiencing problems with the transition. The workshop assists students with relevant and critical issues such as time management, study skills, substance abuse, and wellness, all designed to help students succeed in college.

Integrative Foundations Courses
In integrative foundations courses, often the first courses a student will take in an area of study at Lang, ways of thinking, knowing, and inquiring in more than one discipline are taught. Students then go on to study a chosen discipline in depth. Some integrative foundations courses offered include Theater and Religion, and Energy and Sustainability.

The Writing Fellows Program
The program places students as peer tutors in classes with writing assignments. Fellows work with class members as they are engaged in the writing process. They also learn about writing pedagogy and the educational process working with the instructor. The Writing Fellows meet weekly to explore the techniques of peer tutoring focusing on practices that foster better writing. The course is limited to students who have completed their first year; transfer students must have completed at least 24 credits. Fellows should have strong writing skills and an interest in teaching. See the course descriptions for more details under subject code LNGC. Visit www.newschool.edu/lang and navigate to Academics and then Course Descriptions.

Senior Capstone
All students must complete a senior capstone in their area of study. Depending on the student’s area of study, the capstone requirement may be satisfied through completion of an individual project, a collaborative project, or a special seminar course. Some areas of study require a prerequisite course before signing up for the capstone. Contact the Academic Advising Office for forms and procedures. For more information, visit the seniors link at Academic Advising and Registration at www.lang.edu/academics.

Completion of Two Areas of Study
For students who have an interest in two different areas of study, Lang offers the opportunity to complete the requirements for both. Students seeking this option should meet with the respective chairs early in the decision-making process. A written proposal, including a plan for how the student will complete the requirements for the two areas and what courses will apply, must be submitted to the chairs, and each chair and the associate dean must give approval. Students must complete all the requirements for each area. A minimum of 14 courses across the two areas is required. Students must complete a senior capstone in one of the areas. Students may declare their intention to complete two areas as late as registration for the senior year. Note: Students who attempt this option may require additional time to graduate.

Internship Program
Internships and community activism are invaluable components of the undergraduate program in liberal arts at Lang. Student interns receive professional guidance, gain hands-on experience, develop confidence, and establish an expansive network of contacts. Students can pursue internships for academic credit in almost every field: publishing, politics, health care, the arts, radio, television, music, online media, nonprofit administration, and environmental activism.

Most recently, Lang students have landed coveted spots at MTV, HBO, Beth Israel Hospital, the Village Voice, Sony Entertainment, Gay Men’s Health Crisis, Miramax Films, and the ACLU.

Like internships, community activism opportunities draw upon student knowledge, talents, and ingenuity so that students can impact the wider community. Through the Institute for Urban Education, Lang students work with disadvantaged students to prepare them for higher education and to enhance collaboration between educators and youth organizations. In local high schools, students can work directly with ninth and tenth graders—and their teachers and guidance counselors—to help them embark on the road to college. Lang students can help empower these students by teaching them strong leadership and communication skills.

Introductory, Intermediate, and Advanced Internships
Lang’s internship seminars give students the tools they need to get the most out of their internship. To learn more, visit the website at www.newschool.edu/lang/academics.aspx?id=712.

Lang currently has several exciting internship programs:

I Have A Dream: The Theory and Practice of Elementary Theater Education
This internship offers Lang students the unique opportunity to connect field work at a local high school with an exploration of the practice of Theater in Education and Theater and Literacy. Lang students help facilitate an after school theater program for second grade classes participating in the ‘I Have a Dream’ Program. Students interested in serving the community while earning credit should contact Cecilia Rubino at rubinoc@newschool.edu.

The William J. Ruane Internship
This program provides paid internships in the fall and spring semesters to 15-20 students to teach in the Accelerated Reading Program sponsored by the Carmel Hill Fund in inner-city primary schools. Students enjoy the hands-on experience of working with young primary school students and also participate in a two-credit seminar that addresses issues students encounter in the classroom.
The New-York Historical Society: Bernard and Irene Schwartz Summer Internships
This paid internship program places undergraduate students in the museum and library departments of the New-York Historical Society. Students selected to participate in this summer term program enjoy a rewarding yet demanding experience, including exposure to the internal operations of NYHS and interactions with other cultural institutions in New York City. In this exclusive collaboration between Lang and NYHS, each intern receives a $2,000 stipend and works with departments such as development, education, public programs, exhibitions, public relations, collections management, curatorial, and manuscripts. Submit all application materials in writing to Brandon Graham, Eugene Lang College Internship Program, 64 West 11th Street, New York, NY 10011. The application deadline is March 31st.

America Works Internship
This paid internship places students in various departments of America Works such as public relations, human resources, and welfare reform initiatives. Applications are available in the Internship Program Office at 64 West 11th Street.

The Tishman Environmental Scholar
This independent study enhances the internship experience of students who have been accepted into the Tishman Environmental Merit Scholars program. During the spring term students complete directed readings and discussions on Alaska's history, politics, culture, and environment. Over the summer, they complete a twelve-week paid internship in Alaska working with leading non-profit organizations on a variety of critical environmental issues. Upon their return in the fall, they complete a research paper based on their work in Alaska, and publicly present their work to students and faculty. Students accepted into this program earn 2 credits in the Spring, 0 for the summer internship, and 0 upon presentation of their paper in the fall. Interested students should contact Nevin Cohen, cohen@newschool.edu.

The Institute for Urban Education
IUE prepares NYC high school students for the transition to college and prepares college undergraduates for careers in urban education through coursework and connecting coursework. In addition to various internships opportunities, the IUE sponsors special events to assist young people with the transition from high school to college. Recent events include the Global Kid’s Conference, College Admissions Workshops, and the Young Writer’s Conference. Lang interns participate in the production and implementation of these events. They also take part in the institute’s regular activities, including the following:

The College Explorers Program helps high school students to successfully navigate the transition to college. Using an inquiry-based approach, 9th- and 10th-grade students build skills and explore college by getting to know college students, visiting college campuses, and learning about college resources. Lang interns work with high school students at their schools each week to support this program, while getting meaningful hands-on experience.

The College Immersion Program is for 11th- and 12th-graders who participate in a High School/College Collaboration course in a supportive peer environment. Lang interns provide coaching for coursework, and help high school students access college resources.

IUE Program Development affords Lang interns the opportunity to design, structure, and implement new programs, such as the Summer Institute for the high school to college transition and a College Application Mentoring Program.

Interested students should email iue@newschool.edu. Additional information about these programs is available at the internships and community activism link at www.newschool.edu/lang/academics.

Fall and Spring Theater Festivals
In addition to regular fall and spring productions, Lang Arts presents events showcasing the work of our arts students. Examples include:

Spring Arts Festival: student and faculty work in dance, music, theater, and the visual arts
Senior Work Festival: highlights of senior work projects conceived by Lang arts students
The Skybridge: a gallery of rotating visual arts and sound exhibitions created and curated by Lang student and faculty.
Visiting Artists: each semester Lang Arts hosts a visiting artist representing the visual arts, theater, dance, or music.

Study Abroad
Students can expand their horizons and develop a global perspective through study abroad. More and more students decide to spend a semester or academic year abroad participating in short-term courses, internship programs, and even volunteer projects overseas. At Lang we have in-house programs in addition to approved options through other universities. We also offer a number of short-term courses taught abroad during academic breaks. Students can study anywhere in the world provided they allow enough time for research and planning.

The Study Abroad Coordinator helps students match study abroad programs with their educational and personal goals (as well as explore scholarship and financial aid opportunities). Although the program choice and preparation for studying abroad is self-directed, administrative support and professional guidance are available throughout the process. Visit www.newschool.edu/lang/subpage.aspx?id=490 for more information.

Featured Lang Programs
Options that may be available include:

Literature and Music in Verona, Italy
This short-term program consists of two courses, “Romeo and Juliet: Politics, Love, and Kinship” and “Italian Opera: Music, Philosophy, and Politics.” The program offers cultural, linguistic, and intellectual immersion through coursework, interaction with local host families, and excursions in Verona and around Veneto. The program is conducted in the summer. Requirements include a 3.25 minimum GPA, and completion of Italian 1 prior to departure. Applications are available from the Study Abroad Coordinator.

Teaching and Making Art in Sri Lanka
As a short-term course taught abroad, “Teaching and Making Art Everywhere” allows students to visit this island nation as artists, scholars, and teachers. During the first week, students travel to ancient cultural sites and modern art venues, attend special lectures, and complete selected readings while completing personal drawing/painting projects. For the remainder of the trip, students continue to practice artistic skills while teaching art to youths orphaned by the tsunami. The program includes a two-week course prior to departure on the historical and cultural traditions of South Asia. The program is conducted during the summer, and requirements include a 2.5 minimum GPA. Applications are available from the Study Abroad Coordinator.

Studying Theater in Edinburgh, Scotland
This program was designed as an introductory theater course, and requires no previous acting experience. The course explores the history of avant-garde theater in Europe and the United States through readings and seminar discussions. In addition, students participate in monologue workshops and enjoy admission to select performances at the international Edinburgh Fringe Festival. All students are housed at Napier University. The program is conducted during the summer, and requirements include a 2.5 minimum GPA. Applications are available from the Study Abroad Coordinator.
Democracy and Diversity Institutes: Cape Town (South Africa) and Krakow (Poland)
This program is administered through the Transregional Center for Democratic Studies (TCDS) of the New School for Social Research in partnership with collaborating scholars from South Africa and Eastern Europe. Each institute offers four intensive graduate seminars on themes of democracy and diversity. All courses are taught in teams by faculty from the US and the host country. The seminar discussions are supplemented by evening meetings with prominent intellectuals from the region, educational tours to historically and politically significant locations, and workshops with an applied policy focus. The institute in Krakow is offered annually in July, and the institute in Cape Town is offered annually in January. Requirements include a 3.0 minimum GPA and completion of 60 credits prior to departure. Applications are available from the Study Abroad Coordinator.

Additional In-House Programs
Sarah Lawrence College International Programs
In addition to a domestic exchange agreement, our students are eligible to take advantage of international programs available through Sarah Lawrence College, with study abroad in Florence, London, and Paris. For printed catalogs, please visit the Academic Advising Office at 64 West 11th Street.
Application Deadlines: October 10th (spring admission), February 10th (fall and Academic Year Admission). For more information, visit the Study Abroad section of the website, www.newschool.edu/lang/subpage.aspx?id=34.

University of Amsterdam
Since 1989, our students have attended humanities courses through an exchange program with the University of Amsterdam, while their students take advantage of the educational programs at Lang. The program is available for fall and spring semesters, as well as for a full academic year. Requirements include a 3.0 minimum GPA and completion of 60 credits prior to departure. For more information, please contact the Study Abroad Coordinator.
Application Deadlines: September 10 (Spring Admission), March 28 (Fall and Academic Year Admission)

Organization for Tropical Studies
The rich biological and cultural diversity of South Africa makes it an exceptional location in which to examine topics of ecology and conservation. Based in the Kruger National Park, field studies and research exercises expose students to different types of savanna and abundant wildlife. Interested students should consult with the chair of Science, Technology and Society (STS).

Bermuda Biostation
As an active field station and preeminent resource for hands-on education, through this program students are immersed in marine science while living in a residential learning environment. The small classes provide close contact with faculty for a unique experience rich in learning. Participants include graduate, undergraduate and high school students from around the world. Interested students should consult with the chair of Science, Technology and Society (STS).

SEA Semester
SEA Semester includes an onshore component and time on the open sea aboard a vessel described as “campus, classroom, and home.” Applying knowledge acquired from the onshore component, students complete research projects and experience the challenges of working at sea. Students should consult with the chair of Science, Technology and Society (STS).
For more information, visit www.newschool.edu/lang/academics.aspx?id=474.

Outside Programs
The programs included in this section have been pre-approved for transfer credit based on the academic structure of the program and/or previous experiences of Lang students. Interested students will not have to meet with the Study Abroad Coordinator for approval.

Boston University International Programs
Boston University has a vast selection of programs offered through consortium agreements which are open to students from other universities.

The Center for Cross Cultural Study
The Center for Cross Cultural Study has programs available in Seville (Spain) and Cordoba (Argentina); all classes in the semester programs are taught in Spanish.

The Council on International Educational Exchange
The Council on International Education Exchange offers study abroad programs in 29 countries, including several opportunities in Asia (Japan, Thailand, Korea), Africa and the Middle East (Ghana, Senegal, Jordan), and Latin America and the Caribbean (Brazil, Chile, Dominican Republic).

International Studies Abroad
International Studies Abroad hosts programs in eleven countries (Spain, Italy, France, England, Australia, Mexico, Costa Rica, Argentina, Chile, Peru, and the Dominican Republic) in addition to offering a multiple-countries program that allows students to experience several countries in Latin America in a single semester.

Lexia International
Lexia International provides liberal arts programs abroad with an interdisciplinary structure similar to Lang. It also features an optional internship component for interested students.

The School for International Training
The School for International Training incorporates a thematic combination of field experience and academics for students who live with host families. These programs historically have been popular with Lang students.

Courses in Other Schools and Programs of The New School
Eugene Lang College students may take advantage of the educational opportunities available among the university’s vast curricular resources. Following are descriptions of some programs in other schools of The New School. The full range of curricular opportunities can be found by examining the catalogs of the other academic schools, which are available from their respective admissions offices or their websites. When taking courses in other schools, students are subject to the regulations of that school listed in their catalog.

University Curriculum
The University Curriculum is The New School’s general education program, which encompasses small format (University Liberal Studies or “ULS”) and large format (University Required Lecture Courses or “ULEC”) courses. It provides high quality liberal arts, visual and performing arts, and design courses to all undergraduates in a variety of pedagogical formats: lecture, seminar, studio, and laboratory. The curriculum exposes undergraduates to the diverse strengths of The New School through engagement with faculty and students from across the University. All courses offered through the University Curriculum fulfill general undergraduate liberal arts and requirements. The University Lectures fulfill the University requirement for entering freshman and freshman transfers.
ULEC classes are lecture classes with Discussion Sections, they reflect either interdisciplinary themes or serve as introductions to single disciplines. The courses are three credits and students must sign up for the discussion to earn the three credits. Lang students are required to complete a minimum of two university lecture courses identified by the subject code ULEC. The courses may be taken at any point in the student’s academic career at The New School, but students are encouraged to take them during the second year.
Below is a list of University Courses scheduled for 2007-2008. Subject to change. Course descriptions are available at www.lang.edu/academics/courses.
All ULEC courses are 3 credits.

Fall 2007
ULEC 2030 Introduction to Microeconomics
ULEC 2160 Introduction to Psychology
ULEC 2180 Violence/Non-Violence
ULEC 2210 Social Thought 1
The New School for General Studies offers foreign language instruction to all degree students at the university. Lang students take courses that meet twice each week for 3 credits. These courses are designed specifically to teach languages from introductory through advanced levels. They are proficiency-based courses emphasizing communication in the language and providing a solid knowledge of basic grammatical structures. All languages are taught in their cultural context using a variety of authentic materials. Languages offered are Arabic, Chinese, French, Italian, Japanese, Latin, Russian, and Spanish.

The university offers the languages listed above as well as Greek, Hebrew, Korean, Polish, Portuguese, and Sign Language for non-degree students wishing to gain a quick proficiency in conversational language skills. These courses meet once each week for 2 credits. If Lang students are interested in a language offered only in the once each week format, they should review the General Studies course catalogue at: www.adultba.newschool.edu/02f_courseinfo.aspx?s=3. Student advisors can help decide the appropriate level. For additional information, please contact the Foreign Language department at 212.229.5676.

Courses at Other Divisions

Courses at The New School for General Studies

After completion of 62 credits and with the permission of their advisor, Lang students may take courses at The New School for General Studies. Certain courses with limited enrollment, such as film production and photography, or off-site locations, such as visual and performing arts, are not open to Lang students or are open only on a space-available basis. Call 800.319.4321 to ask for a copy of their catalog, or visit www.newschool.edu/generalstudies.

Courses at The New School for Social Research

Lang juniors and seniors may register for courses that are crosslisted with The New School for Social Research and Lang. Students accepted into the joint BA/MA program can register for graduate courses appropriate to their program in consultation with the appropriate student advisor in the particular department.

Courses at Milano The New School for Management and Urban Policy

Lang juniors and seniors may register for crosslisted Milano courses with the approval of their advisor. Lang students may also take advantage of the joint BA/MS program that allows them to complete both degrees in a reduced time frame.

Courses at Parsons The New School for Design

Parsons and Lang offer a five-year combined BA/BFA program. For more information, visit www.newschool.edu/lang/ubpage.aspx?id=34. Apart from the dual degree option, Lang students can take selected courses at Parsons as described below.

Art History, ESL, and Studio Courses

Schedules for Parsons Art history and English-as-a-second-language courses, are sent to Lang prior to each registration period.

Qualified Lang students may take selected Parsons studio courses with permission from the appropriate department chair at Parsons. A portfolio may be required. Contact the Parsons director of academic student services at 212.229.8993. Students interested in the combined BA/BFA degree with Parsons should visit www.newschool.edu/lang.

Design Marketing Program

Lang students may use their permitted 30 non-liberal arts credits to complete a program in fashion, advertising, product development, or general design marketing. Students with an interest in one of these areas develop valuable business expertise, which may also be connected with an academic internship. Consult the Parsons Advising Office for further information.

Special Summer Program

Parsons offers a wide variety of summer programs, including credit-bearing studio and liberal arts classes in New York and Paris. Brochures are available. Visit Parsons.newschool.edu/pre-enrollment/summer for more information.

Courses at Mannes College The New School for Music

Lang students may audition for certain courses and for the Mannes orchestras either through the college or its Extension Division. Interested students should contact the Mannes director of academic advising at 212.580.0210, x4832, or the director of the Extension Division, x4825.

Courses at The New School for Drama

Selected Drama School classes, events, and workshops are open to Lang students. Acting classes are not. A schedule of events is provided to Lang students before registration each semester.

Courses at The New School for Jazz and Contemporary Music

The jazz program offers bachelor of fine arts degrees in performance and in composition/arranging. Individual classes open to Lang students will be listed in Lang registration materials. New School Jazz and Eugene Lang College offer a five-year combined BA/BFA program. Visit www.newschool.edu/lang. Courses in other schools may have different starting and finishing dates from those at Eugene Lang College. Also, not all courses in other schools are available to Lang students. Contact the Lang Office of Advising for more information.
**Lang–Cooper Union Exchange Program**

Students interested in registering for courses at the Engineering School of Cooper Union must have a firm foundation in mathematics, specifically pre-calculus, and in some cases, calculus, and should have had extensive high school science courses. In addition to these high school requirements, students must have taken at least one math or science class with a Lang Science, Technology, and Society faculty member. Many Cooper Union courses also have specific prerequisites. Because Cooper Union’s semester often begins one week earlier than Lang’s, Lang students must register for these courses the semester prior to the one in which the course is offered.

For more information about the program and applying, contact Jennifer Wiloon at wilsonj@newschool.edu for mathematics, physics, and computer science or Bhawani Venkataraman at venkatab@newschool.edu for biology and chemistry.

**Programs Available at Other Colleges and Universities**

Study away from the college is normally undertaken in the second semester of the sophomore year or the first semester of the junior year. Students should therefore begin consulting early in the fall semester of their sophomore year with the appropriate faculty members and the sophomore class advisor and the director of academic advising, including their advisor and the chair of their intended area of study, in order to ensure that the proposed program fits their overall course of study and leaves enough time to fulfill the senior residency and complete graduation requirements. Study away from the college may be organized on a part-time, semester, or year-long basis.

Prior approval from the Director of Advising is required if a student wants Lang to accept credit for courses taken elsewhere. These credits count within the 60 credits maximum permitted as transfer credits. Students must request advance approval for credit from other institutions, in order for the credits to be transferred to their Lang transcript.

For more information, contact the transfer student advisor, Brandon Graham, or the director of advising, Jon White, Eugene Lang College, 64 West 11th Street, New York, NY 10011, or visit the www.newschool.edu/lang/subpage.aspx?id=34 and go to Academic Advising and Registration.

**Summer Study**

Lang does not have a summer session. Students may complete a maximum of 12 credits in summer programs offered through other schools of The New School and a maximum of 9 credits at other colleges. To take one or more courses at the university or at another institution and receive credit at Lang, students must receive approval from the director of academic advising. (See above for the proper procedure.)

**Transfer Credits for Continuing Students**

Continuing students who plan to take courses at another institution must obtain advance approval in order to transfer those credits to Lang. Provided that satisfactory grades are earned, The New School records office will post the approved transfer credits to the student’s transcript. Note: The New School does not transfer letter grades or grade points, only the pre-approved number of credits. Also, transfer credits do not generally satisfy area of study requirements. Students who hope to use transfer credits for area of study requirements must obtain permission from the chair of the area of study prior to taking the courses.

**AREAS OF STUDY**

During the sophomore year, students work with their faculty advisors and other faculty members to develop a coherent and balanced academic program that includes, by the beginning of their junior year, a chosen area of study. This is unlike the traditional college major in which students take numerous required courses in a single academic discipline. The twelve areas of study that comprise most of the courses in the upper-level curriculum are inclusive and interdisciplinary, and students map out individual study programs. Within each area, a student selects a particular educational path or cluster of courses, which may already be defined—for example, the Gender Studies cluster in Culture and Media—or which may be devised individually by the student with the chair. Students must meet with the chair or designee before they can declare an area of study, and the chair must sign off on it. Students must confer regularly not only with their faculty advisor but also with the chair or designee. It is strongly recommended that juniors and seniors register for their courses during their meetings with the chair to ensure that they fulfill their program requirements. (See the following pages for descriptions of each area of study and course offerings.)

The areas of study are highly interdisciplinary, allowing students to make connections among varied modes of thought and different approaches to topics and ideas. Because many faculty members from other schools of the university teach courses in the college, all the areas—indeed, the entire academic program at the upper level—afford students the opportunity to draw on the academic richness of the university as a whole. A student’s course of study consists of thirteen courses, including senior capstone, leading to relatively advanced and specialized knowledge of a particular area. Advanced students are also permitted to take designated graduate-level courses. Students must declare an area of study between the beginning of the fourth semester and the beginning of the fifth semester. (Transfer students entering with 60 credits may take one additional semester before declaring.) While students must declare their chosen area at this time, they may, in the future and after consultation with their faculty advisor, change. However, students must make sure they have time to complete the necessary courses in their chosen area, because completion of an area of study is a degree requirement.

**Senior Capstone**

Students must complete a culminating senior work consisting of a seminar or an independent or collaborative project, as determined by their path of study.

**Programs Offered**

The Arts: The arts flourish in the lively exchange of ideas that a liberal arts curriculum fosters.

Culture and Media: Everybody uses text messaging, blogs, podcasts, email, and Google. But in Culture and Media students learn how these forms of communication and the technologies that enable them have affected contemporary culture.

Education Studies: Our education studies students often say they want to make a difference in the world. Education is fundamental to the development of society—how we educate children determines the kind of adults they become.

History: Lang’s history program isn’t just about the past. It’s also about the present. History at Lang is distinguished by an examination of the past to understand the present and improve the future.

Literature: With courses like “The Literature of Social Movements” and “The Evolution of the Book,” Lang’s literature program isn’t the typical English major.
Philosophy: For centuries, philosophers in many traditions have contemplated our sense of who we are, what we consider important, how we look at life, even our personal tastes.

Psychology: Eugene Lang College has one of the best social sciences faculties of any liberal arts college in the country, thanks to our collaboration with The New School for Social Research.

Religious Studies: Is a secular liberal arts college in godless Gotham the right place to learn about religious traditions and contemporary challenges? Actually there’s no more exciting way to study religion than in the lively conversation of humanities, social sciences, and arts that defines Eugene Lang College.

Science, Technology, and Society: This is a new way to explore science. Lang’s imaginative and talented faculty offer hands-on courses that focus science and math in a social context.

Social Inquiry: The Social Inquiry program helps students understand the complexities of our changing world.

Urban Studies: Urban Studies is for students who want to learn about current social, cultural, economic, political, and environmental problems in cities, both in the United States and elsewhere.

Writing: Lang’s writing program is designed to help students build skills as expressive writers, thinkers, and world shapers.

Course Codes

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<td>LARS</td>
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<td>LCST</td>
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<td>LDAN</td>
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<td>LNGC</td>
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<td>Lang Philosophy</td>
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<td>LREL</td>
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<td>LSOC</td>
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<td>LSTS</td>
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<td>LWEL</td>
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<td>NFLM</td>
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<td>PLAH</td>
<td>Parsons Liberal Studies–Art History</td>
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<td>Parsons Photography</td>
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<td>University Lectures</td>
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THE ARTS

Chair: Stefania Dekenessey
Director: Jaime Santora

The area of study in the Arts at Lang is a collaborative program with five tracks: arts in context, dance, music, theater, and the visual arts. Students combine theory and practice in a curriculum that offers hands-on experience within the larger context of the liberal arts. The program is distinguished by its emphasis on the interconnection of the arts. Students from each track take special core classes together as they explore their individual arts.

In addition to coursework, Arts students are occasionally required to attend arts events in other divisions of the university, such as Mannes, Jazz and Contemporary Music, The New School for Drama, or exhibitions/lectures at Parsons (these trips are built into selected course syllabi). Students are also encouraged to take advantage of the college’s location in New York City through innovative two-credit experiential and out-and-about courses offered in conjunction with various iconic New York cultural organizations such as the Guggenheim Museum and The Public Theater.

Graduates from the program in the arts are prepared to perform professionally, to work in arts organizations such as performance companies, arts foundations, and publications, or to pursue advanced study in theory, practice, or teaching. The combination of a strong emphasis on the liberal arts with extensive opportunity to practice in the arts ensures that students can undertake any career path they choose. Most continue to practice in the arts, either professionally or as an avocation.

The Arts in Context Track allows students to combine the study of a fine art with the study of a liberal art. For example, a student may combine the study of music with philosophy, or the visual arts with psychology, or dance with culture and media, etc. Students are required to write a path statement detailing the art and the liberal art they intend to study, including probable courses, and explaining what about their relationship they intend to explore. Each student’s individualized program of study must be approved in consultation with the chair.

The Dance Track offers students the opportunity to combine professional dance training with a liberal arts education, fusing contemporary and classical training with courses in the historical, theoretical, and analytical contexts of dance. This integrated approach to learning enables students to develop both artistically and academically, while enriching their understanding of dance as an art and a profession.

The Music Track allows students to explore the fundamentals of music, how music creates meaning, and how these meanings can be understood from a variety of vantage points. Students study music from the perspectives of history, theory, and philosophy. Students interested in developing their own performance skills have the option of taking non-credit private lessons through the Mannes College Extension Program.

The Theater Track is designed for the performer and non-performer alike, exploring the history, literature, and theory of drama. In addition, through practice-based courses, students have a chance to experiment with acting, directing, production dramaturgy, playwriting, critical writing, and some of the technical aspects of theater production.

The Visual Arts Track, with its emphasis on the history and theory of the visual arts, allows students to explore the broad range of visual arts, with a particular focus on drawing, painting, or photography. Practice-based courses in these four areas allow students to experience the craft first hand and to develop practical skills. Many courses are taught by theorist-practitioners who contextualize practice in the visual arts. Students develop an understanding of the complex history of the visual arts while considering their interactions with the other arts, especially in the 20th and 21st centuries.

This area of study leads to the degree of Bachelor of Arts in Liberal Arts.
Curriculum

Completion of the area of study in the arts requires thirteen courses, distributed as follows:

Four Integrative Arts courses:
- Aesthetics: Thinking about the Arts
- Three additional Integrative Arts courses, identified by the subject code: LAIC*

Eight Additional Courses in one of the Five Tracks, as detailed within each track. (Completion of the Dance track requires additional performance courses.)

In satisfying these eight courses, students must complete at least:
- two introductory courses,
- two intermediate courses,
- two advanced courses, and
- two additional courses at any level.

One Senior Capstone, chosen from:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Note: The Arts offers several two-credit experiential and other out-and-about courses, such as Lang at the Guggenheim, Lang at Judson Church, and Arts in NYC. Only two of these courses may be applied toward the requirements of the area of study; for this purpose, two 2-credit courses are considered the equivalent of one elective course.

*Some Integrative Arts (LAIC) courses also fulfill individual track requirements. But LAIC courses used to fulfill the individual track requirements will not also be counted toward one of the four required Integrative Arts courses.

The Arts: Arts in Context Track

The Arts in Context track is intended for students wishing to create an integrated program situating one of the arts within the context of another academic discipline, such as literature or politics or sociology. Courses are chosen in consultation with an advisor. A written path statement explaining the student’s intended curriculum and rationale are required.

Arts in Context students must complete:
- four courses or any number totaling at least 12 credits in one of these four tracks:
  - Theater
  - Dance
  - Music
  - Visual Arts
- At least one of these four courses must explore the history of the artistic discipline.
- four courses or any number totaling at least 15 credits in another major or area of study.

Acceptance of the written path statement is required.

Students must earn a grade of C or higher for the course to count toward meeting the requirements.

The Arts: Dance Track

Students who wish to undertake Dance studies in the Arts have two options: the Dance track and the Arts in Context track.

Dance students must complete:
- LDAN 2000 Choreography 1
- LDAN 2010 Anatomy and Kinesiology
- LDAN 2105 Improvisation 1
- LDAN 3001 Dance History 1
- LDAN 3002 Dance History 2
- LAIC 3100 Relationship Between Music and Dance*

The Arts: Music Track

Students who wish to undertake music studies in the Arts have two options: the Music track and the Arts in Context track.

Music students must complete:
- Two Courses in Western Music
- Two Courses in World or non-Western Music
- Four additional courses chosen from the Music track courses

Students must earn a grade of C or higher for the course to count toward meeting the requirements.

The Arts: Theater Track

Students who wish to undertake theater studies in the Arts have two options: the Theater track and the Arts in Context track. The Lang Theater Program mounts two major theater productions per year, in addition to smaller events often initiated by students.

Theater students must complete:
- One theory course
- One production course
- One theater history course
- Two dramatic literature courses
- Three Theater electives from any of these categories.

Students must earn a grade of C or higher for the course to count toward meeting the requirements.

The Arts: The Visual Arts Track

Students who wish to undertake visual art studies in the Arts have two options: the Visual Arts track and the Arts in Context track.

Visual Arts students must complete:
- Two Core courses:
  - LARS 2208 Skybridge Curatorial Project
  - LARS 3155 Methods of Art History
- Two Practiced-based Visual Arts courses
- Four Non-Practiced based Visual Arts and/or Art History courses, and LAIC courses as approved by the chair

Students must earn a grade of C or higher for the course to count toward meeting the requirements.

ARTS COURSES

The following courses are available in the arts program. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

integrative Arts Courses

FALL 2007

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Introductory Courses:
- LAIC 2002 Body Politics
- LAIC 2003 Arts Criticism Workshop
LAIC 2011 Physical Performances
Intermediate or Advanced Courses:
LAIC 2055 Introduction to American Indian Arts
LAIC 3016 Ephemeral Art
LAIC 3101 Relationship Between Music and Dance
LPHI 3104 Aesthetics

SPRING 2008
Introductory Courses:
LAIC 2001 Women Choreographing Culture
LAIC 2059 Contemporary Performance History
LPHI 2104 Introduction to Aesthetics
LSTS 2803 Science of Music and Sound
ULEC 2320 Aesthetics: Thinking about the Arts
Intermediate or Advanced Courses:
LAIC 3004 Hearing Art, Seeing Music
LAIC 3008 Collaboration: Interdisciplinary Models
LAIC 3302 Dance and Theories of Community
LAIC 3310 Culture, the Arts, and Society

Experiential and Other Out-and-About Courses
FALL 2007
LARS 2019 Arts in NYC
LARS 2025 Lang at the Guggenheim
LTHR 2011 Lang at the Public
LDAN 2021 Lang at Judson Church

SPRING 2008
LARS 2019 Arts in NYC
LARS 2025 Lang at the Guggenheim
LTHR 2060 Seeing Performance

Dance Courses
Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2007
Introductory Courses
LDAN 2000 Choreography 1
LDAN 2005 Introduction to Modern Dance 1
LDAN 2006 Technique 1
LDAN 2010 Anatomy/Kinesiology
LDAN 2021 Lang at Judson Church (experiential course)
LDAN 2105 Improvisation 1
Intermediate Courses
LDAN 3001 Dance History: From Ritual to Romanticism
LDAN 3020 Technique 2
LDAN 3320 Choreography 2
LDAN 3520 Technique 3
LDAN 3530 Advanced Choreography
Other Courses That Satisfy Requirements in Dance:
LWEL 2115 Pilates
LWEL 2125 Yoga: Philosophy and Practice

SPRING 2008
Introductory Courses
LDAN 2006 Technique 1
LDAN 2101 Introduction to Dance Studies
LDAN 2400 Repertory Workshop
LDAN 2405 Repertory 1
LDAN 2501 Improvisation 2
LDAN 2505 Repertory 2
LDAN 2530 Introduction to Modern Dance 2
Intermediate Courses
LDAN 3002 Dance History: From Petipa to Postmodernism
LDAN 3020 Technique 2
LDAN 3410 Repertory 3
LDAN 3510 Advanced Repertory
LDAN 3520 Technique 3
Advanced Courses
LDAN 4900 Senior Seminar
Other Courses That Satisfy Requirements in Dance:
LWEL 2112 Alexander Technique
LWEL 2115 Pilates
LWEL 2130 Meditation and Yoga

Music Track
FALL 2007
Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Western Music
LMUS 1010 Fundamentals of Western Music
LMUS 2015 Music of Gershwin and Bernstein
World or Non-Western Music
LMUS 2200 Introduction to World Music
LMUS 3990 Music in Berlin (Summer 2007)
ULEC 2460 Music in Film
Other Courses That Satisfy Requirements in Music:
JMUH 1801 History of Jazz 1
JMUH 2801 Cultural Foundations of Western Music 1

SPRING 2008
Western Music
LMUS 2105 New Ears for New Music
World or Non-Western Music
ULEC 2351 Music in Mind
General
LMUS 2060 Music, Taste, and Values
LMUS 3014 Composition as Imitation
Other Courses That Satisfy Requirements in Music:
LSTS 2803 Science of Music and Sound
JMUH 1802 History of Jazz 2
JMUH 2802 Cultural Foundations of Western Music 2
Theater Courses
Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2007

Integrative Foundations Course:
LTHR 2778 Religion and Theater

First Year Courses
LTHR 1050 How to Read a Play

Production Courses
LTHR 2008 Fall Production Workshop

Theater History Course
LTHR 2101 Theater History 1
LTHR 3104 New Theater of Europe

Dramatic Literature Courses
LTHR 3303 Femme Fatale

Electives
LTHR 2009 Playwriting 1
LTHR 2011 Lang at the Public (Experiential)
LTHR 2050 Acting 1
LTHR 3051 Acting 2: Theater of Latin America

Other Courses That Satisfy Theater Requirements
LLIT 2019 Greek and Roman Drama
LLIT 4021 Shakespeare’s Problem Plays

SPRING 2008

Theory Courses
LTHR 2200 Modern Theater Theory

Production Courses
LTHR 2008 Spring Production Workshop

Theater History Courses
LTHR 3101 Theater History 2
LTHR 3125 Contemporary World Drama

Dramatic Literature Courses
LTHR 3009 Modern Drama: Ibsen, Strindberg, and Chekhov

Advanced Courses
LTHR 4900 Senior Seminar: Ensemble Theater

Electives
LTHR 2003 Arts Criticism Workshop
LTHR 2009 Playwriting 1
LTHR 2018 Public Speaking
LTHR 2020 Creating Solo Performance
LTHR 2050 Acting 1
LTHR 2060 Seeing Performance (Experiential)
LTHR 3560 Playwriting 2

Other Courses That Satisfy Theater Requirements
LLIT 2036 Shakespeare, Power, and Its Opposites

Visual Arts Courses
FALL 2007

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Foundation Course
LARS 2208 Skybridge Curatorial

Practice-Based Courses
LARS 2021 Modernism at MoMA
LARS 2025 Lang at the Guggenheim (Experiential course)
LARS 3055 Mapping it Out
PUFA 2040 Expanding Horizons
PUFA 2801 Elective Painting
PUPH 1200 Photography 1
PUPH 2200 Photography 2: Photojournalism

Other Visual Arts and Art History Courses
PLAH 2010 Latin American Art
PLAH 2040 Renaissance Art
PLAH 2050 African Art
LARS 2207: Curating the New School
PLAH 3320 American Photography

ARTS FACULTY

Victoria Abrash, Bea Banu, Patricia Beaman, Colette Brooks, Eric Bradley, Mary Carpenter, Joao Carvalho, Royd Climenhaga, Stefania de Kenessey, Sean Gallagher, Daniele Goldman, Ellen Graff, Elana Greenfeld, David Howard, Janet Kraynak, Georgia Krantz, Mark Larrimore, Pamela Lawton, Bonnie Marranca, Tina Majowski, Sarah Montague, Simonetta Moro, William Moulton, Francois Perron, Ivan Raykoff, Sylvia Roccio, Cecilia Rubino, Jaime Santora, Peter Schlosser, Faye Ellen Silverman, Eric Stark, Rebecca Stenn, Colleen Thomas, Agnes Tollon, Nathaniel Trice, Takiehiro Ueyama, Zishan Ugurlu, Todd Williams, Karla Wolfangle, Vera Zolberg
CULTURE AND MEDIA

Chair: Sumita Chakravarty

The area of study in Culture and Media provides students with the critical research and production tools to understand the pivotal role of media in shaping the cultural landscapes in the contemporary world. This course of study looks at a variety of symbolic practices through interdisciplinary lenses, and particularly through a grounding in the technologies, forms, institutions, and effects of media, new and old. Described as “one of the most lively and widely discussed intellectual fields in the international academic world,” Culture and Media is engaged in making sense of our rapidly changing social and virtual environments. Because media—forms of information and communication ranging from the written word to print, film, television, radio, and the web—are an increasingly visible presence in politics, economics, business, education, art, and entertainment, in local, national, and international contexts, a historically-grounded knowledge of how they work is key to understanding how societies function. Incorporating insights from various fields, both traditional and emergent, Culture and Media is a fertile meeting ground for theories of power and subjectivity, representation and action, reception, and creation.

The thematic organization of the curriculum is grounded by integrative foundations courses in which historical, sociological, anthropological, literary, philosophical, and even empirical and scientific approaches may be brought to bear on forms of culture and communication. Course subjects, perspectives, and topics are grouped around issues of gendered identity formation, cross-cultural dynamics, popular and media histories, and new media cultures. Students learn to understand culture in relation to the frameworks of modernity and nationalism, colonialism and postcolonialism, postmodernity and globalization. They learn how to interpret the formal properties of diverse cultural texts, including newspapers, magazines, films, photographs, and online communication. Courses in cultural and media theory and criticism, such as Diversity in the News, Social Implications of New Technology, Visual Cultural Analysis, and Media, Globalization, and Culture, are supplemented by practice-based courses such as Video Activism and Ethnographic Film. Internships in broadcast and web radio, video and digital filmmaking, and other digital applications further enhance classroom learning.

In 2007-2008 Lang is introducing journalism courses in conjunction with the Writing department. These courses provide a perspective on how new technologies are changing the practice of journalism.

Through successful completion of the Culture and Media program, students acquire a variety of scholarly and practical abilities. They gain a broad understanding of cultural histories, debates, and practices; they gain a comparative media and cultural perspective; they see media as a tool of social engagement; and they learn to put their ideas into practice through production skills in digital media. By using critical thinking, writing, and production skills, students are prepared for internships and jobs in publishing, media production, and research organizations. The major can also be a preparation for those interested in pursuing graduate work in the field.

This area of study leads to the degree of Bachelor of Arts in Culture and Media. Cultural Studies and Media has four tracks:

| DM   | Digital Media and Culture |
| GS   | Gender, Sexuality, and Media |
| MH   | Media Histories and Popular Culture |
| RE   | Race, Ethnicity, Otherness, and Media |

Curriculum

Completion of the area of study in Culture and Media requires thirteen courses, distributed as follows:

Two Integrative Foundations Courses

Two Core Courses:
- LCST 2120 Introduction to Cultural Studies
- LCST 2450 Introduction to Media Studies

Eight additional Culture and Media courses, one of which must be a practiced-based course (identified by *):
- EITHER
  - Students must complete two courses from each of the four tracks, OR
  - They must complete five courses from one track, and one course from each of the three remaining tracks

The combination of the above eight courses must include:
- Four introductory courses
- Three intermediate courses
- One advanced course

One Senior Capstone, chosen from:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher in all courses offered toward requirements for the area of study in Culture and Media.

Culture and Media Courses

Courses are identified as to which of the four tracks they satisfy. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2007

Integrative Foundations Course
- LCST 2775 Media Toolkit*

Introductory Courses
- LCST 1007 Piracy: A Brief History (DM)
- LCST 1008 Origins in Global Cultures
- LCST 2000 Feminist Screen Theory (GS)
- LCST 2021 Racialization and American Film (RE, MH)
- LCST 2028 Public Radio Culture (MH)
- LCST 2038 Histories of Documentary Filmmaking (MH)
- LCST 2100 Beauty and the Cyborg
- LCST 2120 Introduction to Cultural Studies (Core)
- LCST 2129 “Girl” as Media Image (GS)
- LCST 2450 Introduction to Media Studies (Core)
- LCST 2452 Digital Filmmaking 1* (DM)

Intermediate Courses
- LCST 3019 Crises in Contemporary Journalism (DM, MH)
- LCST 3061 Development and Media (RE)
- LCST 3071 Video Activism* (MH)
- LCST 3078 Media Audiences: Key Debates 1900–Present (MH, DM)
Culture and Media Faculty

Lorraine Adams, Gerald Albarelli, Michele Beck, Diane Bellino, Ted Byfield, Sumita Chakravarty, Lindsay Freeman, John Freitas, Amy Goodman, Orit Halpern, Rutger van der Hoeven, Noah Isenberg, Christopher Johnson, Jesal Kapadia, Barrie Karp, Deborah Levitt, Maria Lovett, Colleen Macklin, Alice Matiz, Karl Mendonca, Sarah Montague, Smoki Musarj, Tuija Parikka, Dominic Pettman, Ina Adele Ray, Martin Roberts, Alessandra Seggi, Susan Sherman, Herbert Sussman, Sylvia Vega-Llona, Ken Wark

**SPRING 2008**

**Integrative Foundation Course**

LCST 2775 Media Toolkit*

**Introductory Courses**

LCST 2036 Cinema and Colonialism (RE, MH)
LCST 2120 Introduction to Cultural Studies (Core)
LCST 2130 Ethnicity in American Television (RE, MH)
LCST 2138 Survey of World Cinemas (RE)
LCST 2215 Social Implications of New Technologies (DM)
LCST 2450 Introduction to Media Studies (Core)
LCST 2452 Digital Moviemaking 1* (DM)

**Intermediate Courses**

LCST 3031 Media and Race in America (RE)
LCST 3121 Globalization and Gender (GS)
LCST 3415 Cooking, Culture, and Cannibalism (RE)
LCST 3452 Digital Moviemaking 2* (DM)
LCST 3455 TV and New Media (DM)
LCST 3512 Women in Latin America (GS)
LCST 3520 Women, Emotions, and the News (GS, MH)
LCST 3527 Radio Documentary* (MH)
LCST 3820 Jazz and Culture (RE)
LCST 3901 On Air: newschoolradio*

**Advanced Courses**

LCST 4002 This Body Remembering (GS)
LCST 4008 Modern American and Visual Culture
LCST 4021 New European Media Cultures (MH)
LCST 4036 Documentary in Interactive Forms* (DM)
LCST 4068 Situationist Media (DM, MH)
LCST 4900 Senior Seminar

**Courses That Also Satisfy Requirements in Culture and Media**

LHIS 2006 Origins of Contemporary Visual Culture
LHIS 4500 Gender, Politics, and History

* Indicates practice-based courses
THE AREA OF STUDY IN EDUCATION STUDIES ALLOWS STUDENTS TO INVESTIGATE THE COMPELLING, DEMANDING WORLD OF EDUCATION. BY CRITICALLY EXPLORING EDUCATION THROUGH HISTORY, THEORY, RESEARCH, POLICY, PEDAGOGY, PRACTICE, AND CRITICAL REFLECTION IN THEIR DYNAMIC SOCIAL, POLITICAL, ECONOMIC, AND CULTURAL CONTEXTS, STUDENTS HAVE THE OPPORTUNITY TO PURSUE THEIR INTELLECTUAL AND PRACTICAL INTERESTS IN TEACHING, LEARNING, AND THE PRODUCTION OF KNOWLEDGE CENTRAL TO CREATING DEMOCRATIC URBAN SCHOOLS AND COMMUNITIES. EDUCATION STUDIES INVITES STUDENTS TO LOOK AT THE COMPLEX ISSUES AND INTERSECTIONS AFFECTING EDUCATION FROM A VARIETY OF MULTI- AND INTERDISCIPLINARY PERSPECTIVES: EDUCATIONAL POLICY AND THE POLITICS OF SCHOOL REFORM; THE IMPACT OF POLITICAL AND SOCIAL MOVEMENTS ON THE SHAPE OF SCHOOL CHANGE; CURRICULUM AND THE NATURE OF LITERACY; HUMAN DEVELOPMENT AS FRAMED BY LANGUAGE, CULTURE, AND LEARNING; AND THE LINKAGES BETWEEN A VARIETY OF PEDAGOGIES AND THEIR PRACTICES. IN INTEGRATIVE FOUNDATIONS COURSES COMPLEMENT THIS INTERDISCIPLINARY APPROACH, BY INTRODUCING STUDENTS TO THINKING, KNOWING, AND INQUIRING IN MORE THAN ONE DISCIPLINE. IN FRAMING SCHOOLS AS CULTURAL SITES WHERE RACE, CLASS, GENDER, SEXUALITY, LANGUAGE, AND ABILITY ARE INTENSELY CONTESTED, THE AREA OF STUDY HIGHLIGHTS CRITIQUES THAT ARE ANTIRACIST, FEMINIST, AND CONCERNED WITH SOCIAL JUSTICE. SEVERAL COURSES ARE STRUCTURED AS FIELD-BASED LEARNING EXPERIENCES. STUDENTS COMPLETE THIS AREA WITH A SOLID UNDERSTANDING OF THE PRACTICAL AND PHILOSOPHICAL UNDERPINNINGS OF URBAN EDUCATION IN NEW YORK CITY. THEY ALSO GAIN A COMPARATIVE PERSPECTIVE, WITH A PARTICULAR EMPHASIS ON URBAN EDUCATION, BY EXAMINING WHAT OTHER SCHOOLS AND COMMUNITIES DO ACROSS THE COUNTRY AND AROUND THE WORLD.

Upon graduation, students often pursue certification programs to teach in public schools; graduate study in the fields of urban education, education policy and reform, non-profit management, social work, and public health; work in nontraditional educational, cultural, or nonprofit institutions in the fields of community and youth development; and work in fields where education and the arts connect.

Courses in Education Studies—while helpful, even essential, to students who want to become teachers—will not confer New York State certification. Students who wish to pursue certification should talk with the Education Studies chair.

This area of study leads to the bachelor of arts degree in Liberal Arts.

Curriculum

Completion of the area of study in Education Studies requires thirteen courses, distributed as follows:

Two Integrative Foundations Courses

Two Core courses:
- LEDU 2000 level Great Debates in Education
- LEDU 2807 History of Education in the United States

One Methods course at the introductory or intermediate level

Three courses at the intermediate level

One course at the advanced level

Three courses in one chosen discipline outside of Education Studies, to be decided in consultation with the advisor

One Senior Capstone, chosen from:
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher in all courses offered toward requirements for the area of study in Education Studies.

Education Courses

Courses may change. For updated course listings with descriptions refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2007

Introductory Courses
- LEDU 1005 Cultural Perspectives in City Life: High School students only
- LEDU 1021 Education and Urban Environments
- LEDU 2011 Ethnography in Education (Methods Course)
- LEDU 2026 Reframing Urban Youth

Intermediate Courses
- LEDU 3002 Going to School in America
- LEDU 3051 Critical Literacies
- LEDU 3513 Practicum in Education
- LNGC 3910 Ruane Education Internship

Advanced Courses
- LEDU 4006 Senior Seminar
- LEDU 4011 Immigration, Education, and the American Dream

SPRING 2007

Introductory Courses
- LEDU 1005 Special Topic in Education
- LEDU 2012 Autobiography and Education
- LEDU 2020 Alternative Forms of Schooling
- LEDU 2807 History of Education in the US

Intermediate Courses
- LEDU 3021 Diversity in Practice: Multicultural Pedagogy
- LEDU 3022 Eng(gerde)ring Schools
- LEDU 3030 Inside the Classroom: Teaching and Learning in Urban Schools
- LEDU 3035 Qualitative and Participatory Inquiry
- LEDU 3047 Psychology of Education

Advanced Courses
- LEDU 4003 Education and the Law

Education Studies Faculty

Nancy Barnes, Janice Bloom, Lori Chajet, Robert Perry, Kersha Smith, Gregory Tewksbury, María Torre, Eric Weiner
HISTORY

Chair: David Plotke

The area of study in History at Eugene Lang College offers unconventional approaches to the academic engagement with the past. Students pursue their interests both in the classroom and outside of it. The past is constantly being represented, reenacted, and employed in the streets of New York: in museums, monuments, and the arts, in political exchanges and global encounters. At Lang, these experiences are embedded in a rigorous research-based pedagogy that is international in its outlook but rooted in the extraordinary city we call home. Acting as a bridge between the social sciences and humanities, the history program at the college enables students to approach history critically and apply it in multidisciplinary settings.

The study of history at Lang is empirically grounded and theoretically informed, with a primary commitment to developing research skills and experience that enable historical thinking. The program features opportunities for internships and hands-on projects in the realm of public history through a unique partnership with the New-York Historical Society and other New York City-based institutions.

Students in history at Eugene Lang College benefit from the partnership between Lang and The New School for Social Research, whose graduate faculty is internationally renowned for its distinctive and critical approach to social theory. Most faculty members in the history program at Lang also teach at the graduate school or in other departments or divisions at The New School. These relationships mean that the Lang approach to history is truly interdisciplinary, with strong ties to cutting-edge research in the social sciences and humanities. Upper-level students at Lang can take selected graduate-level classes at The New School for Social Research.

Introductory-level courses engage students with limited topics that allow substantial exploration of historical themes. 1000 level courses address E.H. Carr’s deceptively simple question “What is history?” with attention to the methodological imperatives of the discipline. Examples of topics addressed include the history of the Spanish conquest of Mexico and Peru, and the nationalist movement in India through the lens of the career and philosophy of M.K. Gandhi. At the 2000 level, students are exposed to survey courses that introduce major historical themes and processes and research methodologies. Examples include courses on the rise of New World slavery, the origins of the modern world, Islamic fundamentalism, and the history of epidemics. In integrative foundations courses, often among the first courses a student takes in an area of study, ways of thinking, knowing, and inquiring in more than one discipline are taught.

Advanced intermediate-level courses at the 3000 level challenge students to undertake committed research projects in relation to either large overarching themes or around a specific set of questions. Examples include courses on women in America and the history of the book. 3500 level research seminars introduce students to faculty research projects with attention to the methodological and theoretical premises that inform them. 4000 level courses build on the research skills and experiences developed in earlier courses on advanced topics in history and culture, providing opportunities for students to produce substantive research papers. All students complete a senior work project, under the direction of a graduate student preceptor and in consultation with a history faculty member.

The area of study in History leads to the Bachelor of Arts degree in Liberal Arts.

Curriculum

Completion of the area of study in History requires thirteen courses, distributed as follows:

Two Integrative Foundations courses

Two introductory (1000- or 2000-level) history courses, chosen in consultation with the chair or an advisor within the History program

Four 3000- or 4000-level history courses

One 4000-level research seminar

Three thematically related courses other than history chosen in consultation with the chair or an advisor within the History program

In completing the required courses in history, three of the courses should be in a thematic cluster, e.g. gender or U.S. History, at least one course should cover a period prior to 1789, and at least one should cover non-U.S. History.

One Senior Capstone, chosen from:

Senior Seminar

Individual Independent Project

Collaborative Independent Project

Students must earn a grade of C or higher in all courses offered toward requirements for the area of study in History.

History Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2007

Introductory Courses

LHIS 1017 The Russian Revolution in Politics and the Arts: Ten Days That Shook the World

LHIS 1022 Decentering World History

LHIS 1027 History of the Holocaust

LHIS 1029 Women and Gender in America: The Colonial Period to 1900

LHIS 2012 Introduction to History of Latin America: Mexico

LHIS 2101 North American History to 1900

LHIS 2809 Mass Culture and Mass Society

LHIS 2844 History, Authority, and Power: The Medieval World

LHIS 2845 Enlightenment

ULEC 2180 Violence and Nonviolence

Intermediate Courses

LHIS 3001 Uses of the Past: History of Remembering and Forgetting

LHIS 3006 Cold War Technology, Psychology, and Culture: Psychosis and Paranoia

LHIS 3052 Consumer Culture in American History

LHIS 3101 Slavery and the Problem of American Democracy

LHIS 3813 Gender, Race, and Citizenship: The United States as a Case Study

Courses Crosslisted with the New School for Social Research

LHIS 4515 Radicalism and Its Discontents: The 1960s–Present

LHIS 4570 Markets in History: Interdisciplinary Approaches

Courses That Also Satisfy Requirements for History

LCST 2000 Feminist Screen Theory

LREL 2802 Theorizing Religion

LURB 3019 American City: From WWII to 9/11

NHIS 2567 Islamic Cultural Perspectives: Past and Present

SPRING 2008

Introductory Courses

LHIS 2004 Antebellum America and the Coming of Modern World

LHIS 2006 Origins of Contemporary Visual Culture

LHIS 2028 Transnational History of Fascism

LHIS 2030 Women and Gender in America: The 20th Century
LHIS 2055 Introduction to American Indian Studies
LHIS 2102 U.S. History—the 20th Century
LHIS 2811 Age of Cervantes
ULEC 2100 Reimagining New York

Intermediate Courses
LHIS 3000 Political and Social Change: The 1960s
LHIS 3004 Mexican New York
LHIS 3016 Populism and Democracy in Latin American History
LHIS 3053 Introduction to American Business and Economic History
LHIS 3102 Witches, Demons, and Popular Religion in the Atlantic World 1450–1830

Advanced Courses
LHIS 4152 Advanced Topics in Latin American History: Medicine, the Body, Disease, and the State

Crosslisted with the New School for Social Research
LHIS 4500 Gender, Politics, and History
LHIS 4503 Islamic World 1800–1950: Politics, Religion, and Society
LHIS 4565 History of Race and Slavery in the New World
LHIS 4567 America's Empires: The Historical Perspectives
LHIS 4568 Historical Roots of a 'Fiasco': Iraq

Other Courses That Also Satisfy History Requirements
NHIS 2568 Islam in the 20th Century
LPOL 3027 The 2008 U.S. Election in Historical and Comparative Perspective
LSOC 3080 Japanese Society: From Samurai, Haiku, to Corporate Culture
PLAH 3375 Art and Trans-Atlantic Revolutions

History Faculty
Elaine Abelson, James Adams, Anthony Anemone, Laura Auricchio, Robin Blackburn, Faisal Devji, Frederico Finchelstein, Julia Foulkes, Oz Frankel, Orir Halpern, Eiko Ikegami, Karen Jarratt-Ziemski, Mark Larrimore, Julia Ott, David Plotke, Paul Ross, Neguin Yavari, Eli Zaretsky

LITERATURE

Co-Chairs: Neil Gordon and Noah Isenberg

The area of study in Literature develops the skills students need to be critical readers, creative writers, and analytical thinkers. Students learn close reading techniques and the practice of literary criticism and theory; they read works in poetry, fiction, and drama; and they are introduced to a wide range of cultures and literary and historical periods. While all courses are offered in English, they include works in translation from Russia, Eastern Europe, France, Latin America, and the Caribbean. Anglophone courses include literature from Britain, the United States, Africa, the Caribbean, South Asia, Australia, Canada, and Ireland. Many of the faculty in literature are also creative writers and understand both the creative and critical perspectives to approaches to the study of literature. Although many students in our literature classes are themselves creative writers, the formal writing assignments in literature courses are almost always in the form of the critical essay or research paper.

In integrative foundations courses, often the first courses a student will take in an area of study at Lang, students are exposed to ways of thinking, knowing, and inquiring in more than one discipline. Students then go on to study a chosen discipline in depth. Introductory literature courses strengthen knowledge in literary history and literary genres and improve reading techniques, and are foundational for whatever the student goes on to study. At the upper level, clusters of courses are offered that deepen the student's awareness of literatures in particular cultural contexts and time periods as well as thematic courses such as those in gender or race and ethnicity while guiding students to develop more advanced skills in literary criticism and theory.

The department regards critical and theoretical writing as creative a process as that of writing poetry, fiction, and drama. Instructors teach literature using innovative methods to discover both breadth and depth in a text and in the field as a whole. This variety and versatility helps students develop portable skills such as research methods, argumentation, analysis, and effective writing. Graduates of the program in literature often go on to graduate school in literature or other fields, such as law, or into various fields in publishing, such as magazine and book editing, or into primary and secondary level teaching, or into business and public service. Lang's internship program places students with publishing houses and other venues in New York City.

The area of study in Literature leads to the degree of Bachelor of Arts in Liberal Arts.

Curriculum

Completion of the area of study in literature requires 13 courses, distributed as follows:

Four introductory courses:
One in literary history
One on a genre or on genre theory
One on a major author in the context of a literary movement
One additional course chosen in consultation with the chair

Eight additional courses:
Two courses in literary criticism/theory/history
One course in each of the major genres (poetry, drama, fiction)
Three courses in a sequence from intermediate to advanced-intermediate in one of the following areas:
  - Literature of the Americas
  - Literature of Europe
  - Colonial and Postcolonial Literature
One Senior capstone, chosen from:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher for the course to count toward meeting the requirements.

Literature Courses

Courses may change. For updated course listings with descriptions refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2007

Introductory Courses
- LLIT 1007 In the Beginning: Genesis and Other Origins
- LLIT 1017 Literary Investigations
- LLIT 1021 Latino and Latina: Space and Identity
- LLIT 1120 Russian Literature: Love and Its Genres
- LLIT 1307 Derek Walcott’s The Bounty
- LLIT 2004 Introduction to Shakespeare
- LLIT 2019 Greek and Roman Drama
- LLIT 2033 Chaucer in Postcolonial Britain
- LLIT 2202 Central and Eastern Europe before WWII: Modernist Identity Literature
- LLIT 2207 20th Century African-American Literature: Tracing and Troubling Tradition
- LLIT 2230 Elements of Poetry
- LLIT 2806 How to Read Chinese Novels
- LLIT 2840 Story of the Devil
- LLIT 2901 New City, New Words: Methods and Techniques of Teaching ESL/EFL

Intermediate Courses
- LLIT 3004 History of Literary Criticism
- LLIT 3053 Found in Translation
- LLIT 3111 British 19th Century Novels
- LLIT 3514 Don Quixote and the Origins of Literary Modernity
- LLIT 3515 Poetic Lines of Dissent
- LLIT 3523 Russian Literature: Production, Gambling, Owning
- LLIT 3525 Bohemian Soul: 19th–20th Century European Fiction

Advanced Courses
- LLIT 4021 Shakespeare’s Problem Plays

SPRING 2008

Introductory Courses
- LLIT 2008 Poetics for Beginners
- LLIT 2010 Spanish American Narrative in the 1960s: The Boom
- LLIT 2036 Shakespeare, Power, and Its Opposites
- LLIT 2047 20th Century American Literature
- LLIT 2209 Topics in African-American Literature: The Harlem Renaissance
- LLIT 2212 European Romanticism
- LLIT 2809 Major Russian Novels

Intermediate Courses
- LLIT 3018 Experimental Fiction
- LLIT 3027 Modern Jewish Literature
- LLIT 3029 Childhood Narratives
- LLIT 3046 Literature of the Borderlands
- LLIT 3050 Vernacular Revolt
- LLIT 3052 Literature and Revolution in Latin America: Power and Ink
- LLIT 3115 Yeats and Joyce: The Cracked Looking Glass
- LLIT 3215 Gender and Fiction
- LLIT 3513 Origins of the Novel
- LLIT 3526 Modern Literary Criticism and Theory
- LLIT 3541 Reading Women Writers across Cultures

Advanced Courses
- LLIT 4900 Senior Seminar: The Bildungsroman

Literature Faculty

Nicholas Birns, Juan DeCastro, Joseph Gibaldi, Paul Kottman, Inessa Medzhibovskaya, Robin Mookerjee, Michael Pettinger, Rose Rejouis, Barbara Sarapata, Elaine Savory, Tyler Schmidt, Henry Shapiro, Ann Snitow, Val Vinokur, Traci Ann Williams, I-Hsien Wu
**PHILOSOPHY**

**Chair: Dmitri Nikulin**

The area of study in Philosophy introduces students to a wide variety of philosophical traditions, approaches, questions, and ways of thinking, with special emphasis on ideas that have had the most impact on the shape and understanding of modern humanity. The program also emphasizes the history of philosophy—how the ideas that shape our understanding of who and what we are have developed within and between intellectual traditions. Our very sense of self, what we consider important, how we pursue knowledge and life, even our tastes and inclinations—all these issues are saturated with a rich heritage of ideas and conceptions that are studied in the field of philosophy. But philosophy does more: in studying our heritage (or rather, heritages), it seeks to address the need, even the responsibility, to challenge and rethink what has been traditionally accepted to be true about who and what we are.

While one of the principal aims of this program is to help students develop tools for critical thinking, its guiding purpose is to awaken an interest in and love for exploring and criticizing the richness of the intellectual traditions that form the basis for the self-understanding of modern humanity. Integrative foundations courses, often the first courses a student will take in an area of study at Lang, support this aim by introducing ways of thinking, knowing, and inquiring in more than one discipline. Students then go on to study a chosen discipline in depth. Advanced students may take approved courses in the Department of Philosophy at The New School for Social Research. The department focuses on major figures in the history of philosophy and on the philosophical study of humans and their social contexts; phenomenology, existentialism, hermeneutics, and deconstruction; pragmatism; political philosophy and critical theory; ethics; logic and the philosophy of language; and the epistemology and methodology of the social sciences. Its faculty includes world-renowned thinkers and scholars.

Graduates of the philosophy program have gone on to pursue careers in a wide variety of fields both professional and academic, including law, politics, and the arts and sciences. The chair is available to advise students on how to use this program to prepare for advanced degree programs and other career goals. This area of study leads to the degree of Bachelor of Arts in Philosophy.

**Curriculum**

Completion in the area of study in Philosophy requires 13 courses, distributed as follows:

**Two Integrative Foundations Courses**

**Two Core courses:**
- LPHI 2010 Philosophy 1: Ancient
- LPHI 2020 Philosophy 2: Modern

**Five additional Philosophy courses**, of which at least three must be numbered 3000 or higher

**Three additional courses from outside the major**, chosen in consultation with the chair

**One Senior Capstone**, chosen from:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher for the course to count toward meeting the requirements.

**Philosophy Courses**

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

**FALL 2007**

**Integrative Foundations Course**
- LPHI 2775 Philosophy and Literature

**Introductory Courses**
- LPHI 1018 Plato's Republic
- LPHI 2010 Philosophy 1: Ancient
- LPHI 2020 Philosophy 2: Modern

**Intermediate Courses**
- LPHI 3106 Ethics
- LPHI 3108 Social and Political Philosophy
- LPHI 3122 Philosophy of Science
- LPHI 3508 Metaphysics and Tragedy: Rethinking the Ancient Quarrel Between Philosophy and Poetry

**Crosslisted courses with The New School for Social Research**
- LPHI 4503 On Love and the Social

**Other Courses That Satisfy Requirements in Philosophy**
- LHIS 2845 Enlightenment

**SPRING 2008**

**Introductory Courses**
- LPHI 2010 Philosophy 1: Ancient
- LPHI 2020 Philosophy 2: Modern
- LPHI 2104 Introduction to Aesthetics

**Intermediate Courses**
- LPHI 3040 Ethics and Action
- LPHI 3109 Existentialism and Feminism
- LPHI 3116 Philosophy of Sartre
- LPHI 3123 Metaphysics and Epistemology
- LPHI 3200 Argumentation, or the Art of Thinking

**Other Courses That Satisfy Requirements in Philosophy**
- LPOL 3050 History and Politics of Tyranny in Ancient Political Thought
- LWRT 4429 Realism: An Introduction

**Philosophy Faculty**

Roy Ben-Shai, Jay Bernstein, Simon Critchley, Alice Crary, James Dodd, Saulius Geniusas, Paul Kottman, Karen Ng, Dmitri Nikulin, Chris Roberts, Jared Russell, Keren Sadan, Sarah Scott, Fanny Soderback, Anne van Leuwen, Rocio Zambrana
PSYCHOLOGY

Chair: McWelling Todman
The area of study in Psychology introduces students to a broad sampling of theory and scientific research. Students develop an appreciation of the history and scope of psychological inquiry, acquire a basic understanding of the scientific method and its application to psychological research, and refine and demonstrate the capacity to critically evaluate and discuss psychological texts. Through the integrative foundations courses, students learn ways of thinking, knowing, and inquiring in more than one discipline. Psychology courses offered at Lang are taught primarily by faculty in the Psychology Department at The New School for Social Research, some of whom hold joint appointments at Eugene Lang College. The New School for Social Research department of Psychology is unique for its cross-fertilization of clinical and general psychology where faculty members share a sustained interest in the study and understanding of how culture and context influence individual adaptation and functioning. This applied approach to the subject influences the teaching of psychology at Lang.

The area of study in Psychology encourages students to work in a lab with a faculty member or graduate student with a research project. Exposure and access to the resources of the graduate program in psychology and its faculty is extensive. For example, the curriculum provides a variety of opportunities to work closely with established researchers and graduate students in the psychology laboratories of the graduate division. Advanced students are permitted to register for a selected number of graduate courses, where culture, cognition, context, and clinical topics feature prominently in the advanced psychology curriculum.

While pursuing the program, Lang students have access to internship opportunities in clinical and research settings in the New York City community. Upon successful completion of the major, students will have the skills and knowledge that will equip them for graduate study in psychology and other related fields, including education, law, social work, and management.

Lang Psychology students taking cross-listed courses with the New School for Social Research Psychology department can use the credits toward a master’s degree in psychology as well as toward their undergraduate degree. Students who go on to pursue an MA in psychology at The New School for Social Research can then finish their degrees in less time than the usual two years. This area of study leads to the degree of Bachelor of Arts in Psychology.

Curriculum
Completion of the area of study in Psychology requires 13 courses, distributed as follows:

One Integrative Foundations course
Three core courses:
- ULEC 2160 Introduction to Psychology
- LSTS 2525 Statistics I
- LPSY 3601 Methods of Inquiry

Two Fundamentals Courses, chosen from:
- LPSY 2008 Abnormal Psychology
- LPSY 2020 Fundamentals of Personality Psychology
- LPSY 2036 Fundamentals in Developmental Psychology
- LPSY 2038 Fundamentals in Visual Perception
- LPSY 2039 Fundamentals in Cognition
- LPSY 2040 Fundamentals in Social Psychology

Six additional Psychology courses of which at least four must be numbered 3000 or higher.

One Senior Capstone, chosen from:
- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher for the course to count toward meeting the requirements.

Psychology Courses
Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2007
Integrative Foundations Course
- LPSY 3775 Culture, Ethnicity, and Mental Health

Introductory Courses
- LPSY 1014 Drugs, Culture, and Deviance
- ULEC 2160 Introduction to Psychology
- LSTS 2525 Statistics

Fundamentals Courses
- LPSY 2039 Fundamentals in Cognitive Neuroscience
- LPSY 2040 Fundamentals in Social Psychology

Intermediate Courses
- LPSY 3038 Topics in Psychopathology
- LPSY 3103 Dream Interpretation
- LPSY 3601 Methods of Inquiry

Advanced Courses
- LPSY 4000 Research Practicum 1
- LPSY 4002 IHAD Research Practicum

Crosslisted Courses with The New School for Social Research
- LPSY 4502 Health Psychology
- LPSY 4505 Developmental Psychology
- LPSY 4510 Psychopathology 1
- LPSY 4524 Developmental Psychopathology
- LPSY 4556 Language and Thought
- LPSY 4564 Introduction to Substance Abuse Counseling
- LPSY 4568 Psychopathology 3

Courses That Also Satisfy Requirements in Psychology
- LANT 1015 Race, Culture, and Class
- LSOC 2052 Psychoanalysis and Society: Freud
- LSTS 2040 Genes, Environment, and Behavior
- NPSY 3740 Introduction to Psychological Testing
- NPSY 3870 Evolutionary Psychology

SPRING 2008
Introductory Courses
- LSTS 2525 Statistics

Fundamentals Courses
- LPSY 2008 Abnormal Psychology
- LPSY 2036 Fundamentals in Developmental Psychology

Intermediate Courses
- LPSY 3001 Psychology of Religion
- LPSY 3027 Political Psychology
LPSY 3034 Collective Memory
LPSY 3105 Natural History of Mind
LPSY 3130 Psychoanalyzing Jewish, Christian, and Islamic Mythology
LPSY 3601 Methods of Inquiry

**Advanced Courses**
LPSY 4001 Research Practicum 2
LPSY 4002 IHAD Research Practicum
LPSY 4027 From Death Anxiety to Culture: Advanced Seminar in Existential Psychology

**Crosslisted Courses with The New School for Social Research**
LPSY 4503 Social Psychology
LPSY 4504 Visual Perception Cognition
LPSY 4521 Cognitive Psychology
LPSY 4550 Psychology of Personality
LPSY 4558 Psychopathology 2
LPSY 4561 History and Systems
LPSY 4565 Psychology of Intergroup Cooperation and Conflict
LPSY 4574 Advanced Issues in Substance Abuse Counseling

**Courses That Also Satisfy Requirements in Psychology**
NPSY 3701 Introduction to Experimental Psychology
LSTS 2860 Brain: Biology and Behavior (online)

**Psychology Faculty**


**Religious Studies**

Chair: Michael Pettinger

The field of religious studies occupies a paradoxical position within the liberal arts. The liberal arts have traditionally avoided religion, and religion has too often been illiberal. The discipline of religious studies, however, has in recent decades become perhaps the most exciting and interdisciplinary of fields in the academy. Committed to understanding a subject matter that challenges boundaries, definitions, and methodologies, students of religion acquire a broad appreciation of the varieties of human experience across cultures and centuries. These students explore the intimate connections between systems of ritual, narratives, beliefs, ethical codes, and social and political structures. In addition, they often find unexpected commonalities across traditions, as well as challenges to modern understandings of the world and their places in it.

The area of study in Religious Studies teaches that intellectual inquiry need not be the enemy of faith and that understanding different systems of belief and practice can nurture one’s spiritual capacities. But students also learn that what may be a source of wisdom and light in theory has often caused enormous suffering in practice. In seminars, students and faculty explore important questions of belief and action while studying visionaries, laypeople, and critics from many times and places.

Lang’s program offers courses in world religious traditions, with particular commitments to biblical and South Asian traditions, religion in America, and religion’s place in modern societies. Courses are offered from a variety of disciplinary perspectives and methodologies and encourage bridge-building with other programs. The integrative foundations courses foster this focus on multiple ways of knowing and methods of inquiry in related fields. Students acquire a deep sense of the interconnections between systems of thought and practice past and present. They learn to approach other traditions with critical respect and to pose the same rigorous questions about human destiny to their own traditions.

By the end of the junior year and in consultation with the chair, each student will define a field of special competence (e.g., religion and social change, religious art, Buddhist studies, Jewish studies, women and religion, mysticism and philosophy, comparative religious ethics, etc.) and, before graduating, must have completed three courses relevant to this field. These courses need not be in the Religious Studies path. For example, a student whose field of special competence is religion and film may satisfy this requirement with film courses; another, focusing on religion in the Americas, may satisfy the requirement by taking courses in history or literature of the Americas. Students are encouraged to do their senior capstone in their chosen field of special competence.

The area of study in Religious Studies leads to the Bachelor of Arts degree in Liberal Arts.

**Curriculum**

Completion of the area of study in Religious Studies requires 13 courses distributed as follows:

**Two Integrative Foundations courses**

**One core course:**
LREL 2802 Theorizing Religion

**Six Religious Studies electives of which four must be numbered 3000 or higher**

**Three courses outside the Religious Studies chosen in consultation with the chair**

**One Senior Capstone, chosen from:**

- Senior Seminar
- Individual Independent Project
- Collaborative Independent Project

Students must earn a grade of C or higher for the course to count toward meeting the requirements.
Religious Studies Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Fall 2007

Integrative Foundations Course
LREL 2778 Religion and Theater

Introductory Courses
LREL 1000 Spiritual Autobiography
LREL 2031 Religious Traditions of the Caribbean
LREL 2054 From Puritanism to Transcendentalism: Religion in Early America
LREL 2802 Theorizing Religion
LREL 2866 Catholic Saints’ Lives and Iconography

Intermediate Courses
LREL 3029 Midrash: Interpreting the Bible, Interpreting Life
LREL 3050 Mind and Body in Indian and Tibetan Thought
LREL 3054 Race and Religions in American Cinema

SPRING 2008

Introductory Courses
LREL 2051 Women's Spirituality
LREL 2103 Women's Spirituality

Intermediate Courses
LREL 3003 Religions of Native North America
LREL 3010 Gender and Ritual in the Ancient World
LREL 3011 Death and Mourning
LREL 3025 Cultures of the Religious Right
LREL 3049 Buddhism and the State in China and Tibet
LREL 3057 Religion and the Environment
LREL 3201 Anthropology of Religion

Other Courses That Satisfy Requirements for Religious Studies
LPSY 3001 Psychology of Religion
LHIS 3102 Witches, Demons, and Popular Religion in the Atlantic World, 1450–1830

Religious Studies Faculty

Paula Austin, José Casanova, Alexander Gardner, Ian Hanson, Christopher Kelley, Shelley Khadem, Katherine Kurs, Mark Larimore, Mark Payne, Michael Pettinger, Cecilia Rubino, Fran Snyder, Sara Winter

SCIENCE, TECHNOLOGY, AND SOCIETY

Chair: Bhawani Venkataraman

The Science, Technology, and Society (STS) program aims to democratize science and mathematics. The curriculum involves a non-traditional exploration in the context of everyday life experiences and makes connections with art, culture, and politics. Courses provide a common ground where important cross-disciplinary studies transcend gaps between the technical and non-technical fields, e.g., environmental studies, health policy, science writing, and the history and philosophy of science. Integrative foundations courses support this goal by exploring ways of thinking, knowing, and inquiring in more than one discipline.

In Science, Technology, and Society, introductory courses impart scientific principles, theory, and methodology, and provide opportunities to develop problem-solving and laboratory skills. Many high school science courses teach students to develop habits of study around memorization and passive learning. In STS, students are encouraged to move away from those habits and use experiential learning methods to gain a conceptual understanding of a particular scientific or mathematical topic. All courses focus on the creativity, synthesis, and impact of current and future avenues of research and technology, while internships offer students the opportunity to apply what they have learned to the professional world.

Tracks within Science, Technology, and Society

Students may elect to pursue tracks—courses of study focused on a particular area of science and policy—each of which has specific requirements and suggested courses of study. Students who choose the Science and Culture of Health track are advised to take a series of courses in the natural sciences (genetics, chemistry, cell biology) and social sciences (ethics, economics, psychology, history, and anthropology). Students are well positioned to pursue further graduate study in bioethics, medical anthropology, scientific journalism, or history and philosophy of science, or to work at a scholarly institute focused on policy-making or bioethics research. By completing traditional natural science and mathematics courses at other institutions, students can pursue training for more specialized programs. Students who choose the Environmental Studies track are advised to take a series of courses in chemistry, biology, physics, and mathematics along with courses in urban studies and economics. With this background students will be competitive for graduate level programs in environmental studies, policy, management, education, law, and business. Students who choose the History and Philosophy of Science track are advised to take a series of science, technology, and society courses that focus on science and culture and the history of science. Students should also seek to broaden their studies with applicable history and philosophy courses offered in other concentrations. With this background, students may consider graduate programs in the history of science, science, technology, and society, or science studies.

The Science, Technology, and Society program makes connections to New School combined degree programs offering opportunities for both undergraduate and graduate-level course work. Students who plan graduate study in public policy are encouraged to complete the accelerated bachelor's/master's degree option with the Milano Health Services Management and Policy program or The New School graduate program in International Affairs. Those who plan to study the philosophy of science, medical anthropology, or psychology are encouraged to apply to the combined BA/MA program with The New School for Social Research. Students must apply for these programs no later than the fall semester of their junior year.

The area of study in Science, Technology, and Society leads to the degree of Bachelor of Arts in Liberal Arts.
Curriculum

Completion of the area of study in Science, Society, and Technology requires 13 courses, distributed as follows:

One Integrative Foundations course
- ULEC 2390 Energy and Sustainability

Two mathematics courses, including a required quantitative reasoning course and one math elective

One laboratory course

Three Foundation courses crossing at least two disciplines

Two Intermediate courses requiring prerequisites

One Additional STS Course, chosen in consultation with the academic advisor

One course from outside STS, chosen in consultation with the academic advisor

One STS Thesis Prep Seminar

One Senior Capstone, chosen from:
- Individual Independent Project
- Collaborative Independent Project

Participation in the internship program is also strongly recommended.

Science, Technology, and Society Courses

Students satisfy STS requirements by either completing the distribution of courses listed above or by selecting a specific track and completing the required course in it. The tracks are Science and Culture of Health, Environmental Studies, History and Philosophy of Science. Track requirements should be discussed with the chair or advisor.

Courses may change. For updated course listings with descriptions refer to the website at www.newschool.edu/lan/courses.aspx.

Students must earn a grade of C or higher in all courses offered toward requirements for the area of study in Science, Technology, and Society.

Fall 2007

Integrative Foundations Course
- ULEC 2390 Energy and Sustainability

Introductory Courses
- LSTS 1005 Chemistry of Life
- LSTS 1030 The White Plague
- LSTS 1231 Ethnomathematics
- LSTS 1850 Algebra
- LSTS 2040 Genes, Environment, and Behavior
- LSTS 2155 Math Models in Nature
- LSTS 2525 Statistics with SPSS
- LSTS 2600 Foundations of Physics
- LSTS 2825 Statistics
- LSTS 2838 Biology of Beauty, Sex, and Death
- LSTS 2851 Introduction to Astronomy (online)
- LSTS 2855 Pre-Calculus
- LSTS 2856 Calculus
- LSTS 2860 Brain: Biology and Behavior (online)

Intermediate Courses
- LSTS 3004 Space, Time, and Einstein

Courses That Also Satisfy STS Requirements
- LPHI 3122 Philosophy of Science
- LECO 4502 Political Economy of the Environment
- LECO 3000 Sustainable Globalization
- MEFI 6074 Health Care Finance
- MHTC 5008 Dynamics of US Health Care
- MHTC 5013 The Future of the Hospitals and Healthcare Delivery

SPRING 2008

Integrative Foundations Courses
- LSTS 2803 Science of Music and Sound

Introductory Courses
- LSTS 1850 Algebra
- LSTS 2011 Chemistry of the Environment (lab)
- LSTS 2035 Science and Politics of Infectious Diseases
- LSTS 2051 Mathematics and Images
- LSTS 2104 Quantum Universe
- LSTS 2525 Statistics with SPSS
- LSTS 2803 Science of Music and Sound
- LSTS 2825 Statistics
- LSTS 2850 From the Rainforest (online)
- LSTS 2855 Pre-Calculus
- LSTS 2856 Calculus
- LSTS 2860 Brain: Biology and Behavior (online)
- LSTS 2878 Projects in Environmental Health

Intermediate Courses
- LSTS 3002 Science and Environmental Policy
- LSTS 3030 Human Genome Project

Courses That Also Satisfy STS Requirements
- LHIS 4152 Advanced Topics in Latin American History: Medicine, the Body, Disease, and the State
- LURB 2058 Urban Environmental Issues
- LURB 3835 Designing Sustainable Urban Food Systems
- LURB 4035 Urban Environmental Policy
- MPLC 6089 Environmental and Healthcare Issues in the Community
- NPSY 3843 Health Psychology

Science, Technology, and Society Faculty

Katayoun Chamany, Steryl Jones, Diane Jukofsky, Alan McGowan, David Morgan, Mark Opler, Marla Sole, Guilloume Stoffels, Mark Shapiro, Bhawani Venkataraman, Jennifer Wilson
Liberal Arts.
The area of study in Social Inquiry leads to the degree of Bachelor of Arts in the School for Social Research. Interested students should consult with the Lang Academic Advising Office before their junior year. The New School for Social Research. Each year, appropriate New School for Social Research courses are integrated into the undergraduate curriculum and made available to Lang undergraduates. Also, advanced students may take approved courses in graduate departments at The New School for Social Research. Advanced students may also apply for admission to the accelerated BA/MA at The New School for Social Research. Interested students should consult with the Lang Academic Advising Office before their junior year. The area of study in Social Inquiry leads to the degree of Bachelor of Arts in Liberal Arts.

Curriculum

Completion of the area of study in Social Inquiry requires 13 courses, with three different options for distribution of courses, as follows:

Option 1
Two Core Courses
- ULEC 2210 Social Thought 1
- ULEC 2300 Social Thought 1

Three courses in each of three departments and one course in a fourth department chosen from:
- Sociology
- Anthropology
- Economics

Option 2
Two core courses
ULEC 2210 Social Thought
ULEC 2300 Social Thought 2

Five courses in each of two departments chosen from:
- Sociology
- Anthropology
- Economics
- History
- Political Science
- Psychology
- Urban Studies

Six of these must be at the 3000 level or higher. Interdisciplinary LSHI courses may be substituted for any departmental course with approval from the undergraduate director.

Senior Capstone
An interdisciplinary independent or collaborative research project or advanced course chosen from a list of courses available each year.

Option 3
Students interested in building a program of study around particular themes or areas of inquiry may do so by completing a written path statement indicating the theme(s) they intended to study, the probable selection of courses they will complete, and detailing how the courses build upon the chosen theme(s). The path statement must be approved by the undergraduate director by the beginning of the student’s junior year, if the student wishes to pursue this option. A minimum of TWELVE courses plus a senior capstone, including Social Thought 1 and 2, with a minimum of seven courses at the 3000 level or higher, is required.

In all options, students must earn a grade of C or higher in all courses offered toward requirements for the area of study in Social Inquiry.

Social Inquiry Courses

All History (LHIS), Psychology (LPSY), and Urban Studies (LURB) courses also apply to this program. Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

Anthropology
FALL 2007
Introductory Courses
LANT 1015 Race, Culture, and Classification of People
LANT 1021 Unexpected Lives of Insects
ULEC 2210 Social Thought 1: Social Change
Intermediate Courses
LANT 3044 Apartheid and After
LANT 3130 Cultural Politics of Nature

SPRING 2008
Introductory Courses
ULEC 2300 Social Thought 2: Everyday Life
Intermediate Courses
LANT 3125 Humans, Quasi-Humans, and Non-Humans
Crosslisted with The New School for Social Research
LANT 4503 The Country and the City
Courses That Also Satisfy Requirements in Anthropology
LPSY 3105 Natural History of Mind

Economics
FALL 2007
Introductory Courses
LECO 2029 Economics of Disasters
ULEC 2030 Introductory Microeconomics
Intermediate Courses
LECO 3000 Sustainable Globalization
LECO 3823 Economic Models and Methods
Crosslisted with The New School for Social Research
LECO 4501 Historical Foundations of Political Economy 1
LECO 4502 Political Economy of the Environment
LECO 4506 Graduate Macroeconomics

SPRING 2008
Introductory Courses
LECO 2001 Introduction to Political Economy of Development
ULEC 2020 Introduction to Macroeconomics
Intermediate Courses
LECO 3013 Economics of Gender and Racial Discrimination
LECO 3877 Intermediate Macroeconomics
Crosslisted with The New School for Social Research
LECO 4504 Economics of Technological Innovation and Design
LECO 4505 World Political Economy
LECO 4508 International Finance

Political Science
FALL 2007
Introductory Courses
LPOL 2027 Reacting to the Past: Democracy and the City
LPOL 2030 Theories and Practices of Resistance
Intermediate Courses
LPOL 3002 Gender Politics: State, Economy, and Family
LPOL 3035 Eastern European Politics and History: Legacies of the Divide
LPOL 3054 Development and Democracy
Courses That Also Satisfy Political Science Requirements
LWRT 3066 Modernity and Its Discontents

SPRING 2008
Introductory courses
LPOL 2027 Reacting to the Past: Freedom and Nationhood: Revolution in France and India
LPOL 2805 Equality
Intermediate Courses
LPOL 3016 Representation and Politics
LPOL 3018 Debating U.S. Constitutional Law
LPOL 3027 The 2008 U.S. Election in Historical and Comparative Perspective
LPOL 3044 Theories of Hegemony
LPOL 3050 History and Politics of Tyranny in Ancient Political Thought
LPOL 3078 Discipline and Desire: the History of Sexuality in the United States

Sociology
FALL 2007
Introductory Courses
LSOC 2052 Psychoanalysis and Society: Freud
LSOC 2151 History and Politics of Domestic Labor
ULEC 2210 Social Thought 1: Social Change
Intermediate Courses
LSOC 3003 Culture Concept: Society, History, Critique
LSOC 3012 Sociology of Popular Music
LSOC 3068 Politics of Small Things
Crosslisted courses with The New School for Social Research
LSOC 4519 Visual Sociology

SPRING 2008
Introductory Courses
ULEC 2300 Social Thought 2: Everyday Life
Intermediate Courses
LSOC 3009 Civil Society: Institutions, Movements, and Democracy
LSOC 3018 Fin de Siècle Social Thought: Durkheim, Weber, Freud
LSOC 3020 Historical and Comparative Sociology
LSOC 3040 Immigrant New York in Comparative Perspective
LSOC 3048 Class, Culture, and Identity
LSOC 3080 Japanese Society
Advanced Courses
LSOC 4455 Sociology of Race
Crosslisted courses with The New School for Social Research
LSOC 4518 Politics and Sociology of Knowledge
Courses That Also Satisfy Requirements in Sociology
LAIC 3310 Culture, the Arts, and Society
Social Inquiry Faculty

Anthropology: Lawrence Hirschfeld, José Casanova, Hugh Raffles, Hylton White
Economics: Duncan Foley, Lopamudra Banerjee, Snehashish Bhattacharya, Teresa Ghilarducci, Will Milberg, Edward Nell, Willi Semmler, Anwar Shaikh, Lance Taylor
Political Science: Courtney Jung, Banu Bargu, Christine Dragomir, Nancy Fraser, Ellen Freeberg, Victoria Hartman, Mala Hrtn, Andreas Kalyvas, Jim Miller, Robin Mookerjee, David Plotke, Thaddeus Russell, Ann Snitow
Sociology: Orville Lee, José Casanova, Lucas Follis, John Giunta, Jeffrey Goldfarb, Eiko Ikegami, Uri Ram, Rachel Sherman, Terry Williams, Hyton White, Vera Zolberg

URBAN STUDIES

Chair: Scott Salmon

Approximately half the world’s population lives in urban areas. In industrialized countries, such as the United States, less than a quarter of the population remains rural. What does this mean for students at an urban university? Notwithstanding the effects of globalization most of our work, living, and recreational spaces; cultural institutions; ethical development; and commercial activities exist within the context of cities and their surrounding metropolitan regions.

The area of study in Urban Studies provides the tools with which we can begin to understand the peoples and structures that make up cities both in the United States and internationally. Courses explore the city as contested social, political, and imaginary ground, examining the interplay of urbanization, migration, and racial/ethnic identity; the impact of labor markets on diverse populations; how the city shapes and is shaped by cultural life and the natural environment; the interaction of municipal agencies and nonprofit organizations in areas such as housing and homelessness, health, and social welfare; how people in the city work together and against one another; how neighborhoods are created, destroyed, and revitalized; the role of the city in the national and global economy; and urban politics as a reflection of and protagonist in these questions. The integrative foundations courses augment this approach by introducing multiples ways of knowing and methods of inquiry in related fields.

Raising basic questions about the dynamics of modern life—how, for example, living in New York City differs from living in Los Angeles, Helsinki, or Mexico City—the Urban Studies program is directed toward both the student who wants to think critically about the urban setting and the student who seeks graduate training or a career in education, law, community development, journalism, urban management, public policy, or the health professions. Students may develop individual paths in areas such as urban history, urban culture, urban policy, and urban development and can benefit from graduate courses and the accelerated BA/MS option with the Milano The New School for Management and Urban Policy. New York City, with all its problems, excitement, and diverse populations, serves as an educational laboratory and resource.

The program has three tracks. The Urban Development, Conflict, and Change track explores the dynamics of spatial and social change in cities and the political and economic forces—global, national, and local—which give rise to them. Students gain knowledge of contemporary socioeconomic problems and changing forms of social and political conflict in urban areas.

The Urban Sustainability, Planning, and Policy track addresses questions concerning the environmental sustainability of contemporary urban forms and familiarizes students with the nature of urban planning and policy initiatives which have sought to address problems of urban economies and their related land-use patterns.

The City Cultures, Histories, and Landscapes track addresses the evolving diversity of urban cultures and communities. Students explore questions of racial, ethnic and gender identities as they are mediated through urban space, landscapes and the built environment as well as cultural and symbolic representations.

The area of study in Urban Studies leads to the degree of Bachelor of Arts in Liberal Arts.

The tracks in Urban Studies are identified as:

UD Urban Development, Conflict, and Change
US Urban Sustainability, Planning, and Policy
CC City Cultures, Histories, and Landscapes

For track designations under requirements prior to fall 2007, please check the descriptions of the individual courses.
Curriculum

Completion of the area of study in urban studies requires 13 courses, distributed as follows:

One Core course
LURB 2316 Landscapes of the City

One Integrative Foundations Course

Two Research Methodology Courses
LURB 3010 Community Organizing: Methodologies of Research and Activism
LURB 3034 Urban Toolbox

Eight Additional Urban Studies courses
Distribution of these may be completed in one of two ways
EITHER
Students must complete one introductory and one intermediate in each of the three tracks and one advanced course in two of the three tracks.
OR
Students must complete five courses—one introductory, two intermediate and two advanced—in one track, and three other courses offered in the program.
The combination of the above eight courses must include
Three introductory courses
Three intermediate courses
Two advanced courses

Students are encouraged to take at least one community-based learning course.

One Senior Capstone, chosen from:
Senior Seminar
Individual Independent Project
Collaborative Independent Project
Students must earn a grade of C or higher for the course to count toward meeting the requirements.

Urban Studies Courses

Notations indicate tracks in Urban Studies.
Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

FALL 2007

Integrative Foundations Course
ULEC 2390 Energy and Sustainability

Introductory Courses
LURB 1005 Gender, Difference, and the City (CC)
LURB 1026 Urban Problems, Urban Actions (UD)
LURB 2059 Race, Ethnicity, and Class in the City (CC)
LURB 2103 Architecture, Technology, and Landscape: The Everyday City (US)
LURB 2316 Landscapes of the City (Core)

Intermediate Courses
LURB 3003 Urban Homelessness: Power, Space, and Time (UD)
LURB 3004 Migrant City: Immigration, Migration, Displacement, and the Metropolis (UD)
LURB 3007 Urban Economies (Core)
LURB 3019 American City: From WWII to 9/11 (CC)
LURB 3810 Planning Sustainable Cities (US)

LURB 3955 Environmental Scholars (US)

Advanced Courses
LURB 4020 Screening the City (CC)

Crosslisted with Milano
LURB 4527 Political Economy of the City (UD)
LURB 4529 Community Development (CC)
LURB 4533 Power, Strategy, and Social Change (UD)
LURB 4547 Children, Youth, and Family Policy (US)

SPRING 2008

Integrative Foundations Courses
LURB 3835 Designing Sustainable Urban Food Systems

Introductory Courses
LURB 2000 Public Space and the City (CC)
LURB 2003 Community Based Research
LURB 2058 Urban Environmental Issues (US)
LURB 2065 Urban Preservation (CC)

Intermediate Courses
LURB 3009 Immigration and Segregation (CC)
LURB 3010 Community Organizing: Methods of Research and Activism (UD)
LURB 3011 Urban Poverty and Public Policy in the United States (US)
LURB 3026 Re-Making a Mega-City (US)
LURB 3034 Urban Toolbox (Core)
LURB 3039 Urbanization in the Black World (CC)
LURB 3040 Social Justice and the City (UD)
LURB 3103 New York/New Orleans (CC)
LURB 3835 Designing Sustainable Urban Food-Systems (US)
LURB 3955 Environmental Scholars (US)

Advanced Courses
LURB 4000 Planning the City: Thinkers and Doers (US)
LURB 4030 Space, Place, Gender, and Identity (CC)
LURB 4035 Urban Environmental Policy (UE)

Crosslisted with Milano
LURB 4570 Suburban Sprawl and Metropolitan Regionalism (US)
LURB 4593 Globalization, Immigration, and Transnationalism (UD)

Courses That Also Satisfy Requirements for Urban Studies
LHIS 3004 Mexican New York
LSTS 2878 Projects in Environmental Health
ULEC 2100 Reimagining New York City

Urban Studies Faculty

Co-Chairs: Neil Gordon and Noah Isenberg

The area of study in Writing provides courses in five genres—fiction, nonfiction, poetry, journalism, and playwriting with the Theater Department. All are informed by four underlying conceptions:

*The Writer in the World.* Writing courses are informed by an awareness of and commitment to a conception of “the writer in the world.” All instructors are well-published writers with serious intellectual, critical, and political commitments in their published work and professional activities. Their teaching assumes that the artist has a vital relationship to society—the artist is shaped by the civic and political environment and shapes that environment in the pursuit of the craft of writing. The curriculum emphasizes that the systematic study of craft is essential in establishing and sustaining these relationships, and that these relationships rely on a mastery of tools: research, poetics, narratology, and grammar. Two departmental publications offer students the practical opportunity to apply these tools, and the department offers advanced students opportunities to work with professionals in publishing, writing, and teaching. Internship opportunities allow students to explore and understand post-graduation professional opportunities ranging from graduate study in writing or literature to careers in publishing, teaching, law, politics, and public service.

*The Writer in the College.* Writing at the undergraduate level is a liberal art. A writer must have a broad education in the humanities, social sciences, and arts. Writing students are encouraged to explore a range of courses offered throughout the college and bring the widest frame of reference to their craft. Class work includes readings, exercises, and assignments to ensure the student is exposed to interdisciplinary themes and connections in all the liberal arts disciplines.

*Writers and Readers.* Writers are, above all, readers, and a profound apprenticeship in the aesthetic, critical, and historical contexts of contemporary writing in any genre are essential for a writing student to master. The sequenced series of classes rigorously emphasizes the apprenticeship of reading. Specialized classes, beyond the advanced level, allow further exposure to literature in each genre. “Reading for Writers” classes, which cover a body of literature taught by a practicing writer, orient students to classic and contemporary literary works, and further literature requirements encourage them to explore other literatures beyond our own century and borders. Further literature requirements ensure exposure to literatures beyond those taught within Writing.

*Communication and Citizenship.* Writing is the primary mode of active reasoning and communication by which students will be effective—and by which they will be most frequently evaluated—in whatever discipline or profession they pursue. Further, the department recognizes and celebrates the key role writing plays in the spectrum of political, civic, and cultural engagements of all adults everywhere in the world. Therefore, all the courses emphasize the essential communicative and research skills of good, clear, and convincing writing.

The area of study in writing leads to the degree of Bachelor of Arts in Liberal Arts.

### Curriculum

Completion of the area of study in writing requires thirteen courses, distributed as follows:

**Five Writing Courses:**

- Three sequenced courses in a primary genre
- Two courses in a supporting genre

**Two Reading for Writers courses**

Two Literature classes or cross-listed equivalents in other disciplines such as Philosophy, Psychology, Culture and Media, or Religion, as approved by the chair.

**Three additional courses from an approved list**

- One Senior Capstone, chosen from:
  - Senior Seminar
  - Individual Independent Project
  - Collaborative Independent Project

The Writing program offers sequenced courses (introductory, intermediate, and advanced) in non-fiction, fiction, poetry, journalism, and playwriting. Reading for Writers courses are also in those genres. Students have opportunities to attend public readings and lectures throughout the city and at The New School’s graduate writing program.

Elective courses beyond the advanced level, as well as internships, are available to introduce the qualified student to the professional standards and opportunities they may encounter after graduation. Writing for Publication is a course that allows students to work one on one with a publishing professional in a mentoring relationship. Master Class allows contemporary writers to teach their own work to students. *Inprint*, the student newspaper, is a credit bearing course in which students write, edit, and produce a newspaper, and *Release* is the student-edited and produced writing program literary magazine. With permission of the chair, some of these courses may satisfy the Senior capstone requirement.

### Writing Courses

Courses may change. For updated course listings with descriptions, refer to the website at www.newschool.edu/lang/courses.aspx.

**FALL 2007**

- LWRT 2000 Public Event Programming
- LWRT 2010 Introduction to Nonfiction
- LWRT 2020 Introduction to Fiction
- LWRT 2505 Introduction to Poetry
- LWRT 3006 Reading for Writers: Fiction
- LWRT 3008 Poetry Spoken Word
- LWRT 3016 Reading for Writers: Memoir
- LWRT 3025 Reading for Writers: Short Forms: Essays, Fiction, and Poetry
- LWRT 3028 Reading for Writers: Journalism
- LWRT 3046 *Release*
- LWRT 3066 Modernity and its Discontents
- LWRT 3500 Intermediate Fiction
- LWRT 3505 Intermediate Journalism
- LWRT 3510 Intermediate Nonfiction
- LWRT 3520 Intermediate Poetry
- LWRT 3776 *Inprint* on the Web: Community Media Design
- LWRT 3991-8 *Inprint*: Newspaper
- LWRT 4000 Advanced Fiction
- LWRT 4010 Advanced Nonfiction
- LWRT 4020 Advanced Poetry
- LWRT 4025 Advanced Journalism
- LWRT 4050 Writing for Publication
- LWRT 4413 Writing "The Other"
Courses That Also Satisfy Requirements For Writing

All Literature Courses (LLIT) satisfy the literature requirement for writing.
LCST 2000 Feminist Screen Theory
LCST 2129 The Girl as Media Image
LHIS 1017 Russian Revolution in Politics and the Arts
LHIS 1022 Decentering World History
LHIS 1027 Histories of the Holocaust
LHIS 1029 Women and Gender in America
LHIS 2012 Introduction to the History of Latin America: Mexico
LHIS 3001 Uses of the Past: History of Remembering and Forgetting
LHIS 3006 Cold War Technology: Psychosis, Culture, and Paranoia in America
LHIS 3013 Gender, Race, and Citizenship: The United States as a Case Study
LPHI 2775 Philosophy and Literature
LPHI 3102 Ethics
LPHI 3108 Social and Political Philosophy
LPHI 3508 Metaphysics and Tragedy: Rethinking the Ancient Quarrel
LPSY 1014 Drugs, Culture, and Deviance
LPSY 2040 Fundamentals in Social Psychology
LPSY 3025 Culture, Ethnicity, and Mental Health
LREL 2802 Theorizing Religion
LSTS 1030 White Plague
LSTS 1231 Ethnomathematics
LSTS 2155 Math Models in Nature
LSTS 2600 Foundations of Physics
LSTS 2838 Biology of Beauty, Sex, and Death
LSTS 3004 Space, Time, and Einstein
LTHR 1050 How to Read a Play
LTHR 2750 Religion and Theater
LTHR 3104 New Theater of Europe

SPRING 2008
LWRT 2000 Public Event Programming
LWRT 2010 Introduction to Nonfiction
LWRT 2020 Introduction to Fiction
LWRT 2030 Introduction to Poetry
LWRT 2505 Introduction to Journalism
LWRT 2864 Spanish Surrealism
LWRT 3006 Reading for Writers: Fiction
LWRT 3008 Poetry Spoken Word
LWRT 3016 Reading for Writers: Nonfiction:
LWRT 3016 Reading for Writers: Nonfiction: Journalism
LWRT 3026 Reading for Writers: Poetry
LWRT 3500 Intermediate Fiction
LWRT 3505 Intermediate Journalism
LWRT 3510 Intermediate Nonfiction
LWRT 3520 Intermediate Poetry
LWRT 3991-4 Inprint: Newspaper
LWRT 4000 Advanced Fiction
LWRT 4010 Advanced Nonfiction
LWRT 4020 Advanced Poetry
LWRT 4025 Advanced Journalism
LWRT 4050 Writing for Publication

Courses That Also Satisfy Requirements for Writing

All Literature Courses (LLIT) satisfy the literature requirement for Writing.
LMUS 2105 New Ears for New Music
LPHI 3000 The Philosophy of Sartre
LPHI 3109 Existentialism and Feminism
LPHI 3123 Metaphysics and Epistemology
LPSY 3034 Collective Memory
LPSY 3105 Natural History of the Mind
LSTS 2104 Quantum Universe
LSTS 2035 Science and Politics of Infectious Diseases
LSTS 2803 Science of Music and Sound
LSTS 3002 Science and Environmental Policy
LTHR 2200 Modern Theater Theory
LTHR 3009 Modern Drama: Ibsen, Strindberg, and Chekov

Writing Faculty

Alex Abramovich, Lorraine Adams, Rob Buchanan, Alexandra Chasin, Jan Clausen, Siddhartha Deb, Jill Eisenstadt, Sean Elder, Jennifer Firestone, Neil Gordon, Margo Jefferson, Elizabeth Kendall, Jocelyn Lieu, Jill Magi, Natasha Radojic, Andrew Meier, Karl Mendonca, James Miller, Albert Mobilio, Robin Mookerjee, Sarah Saffian, Lynda Schor, Brenda Shaughnessey, David Sobel, Christopher Sorrentino, Mark Statman, Marian Thurm
**STUDENT LIFE**

**STUDENT SERVICES**

Throughout the academic year, Student Services offers workshops, lectures, events, and programs that enrich each student's academic experience at The New School and that reflect the university's diverse student population—intellectually, artistically, culturally, and socially. Students are encouraged to become involved in recognized student organizations and other leadership programs. Student Services also offers a recreation program and a health education program throughout the academic year. They are committed to bringing students together from across academic schools to build a community and an environment dedicated to the principles of fairness, civility, and diversity. For more information about each of the Student Services offices listed below, visit www.newschool.edu.

- Office of Student Development
- Office of Intercultural Support
- Office of Career Development
- Office of Student's Rights and Responsibilities
- Office of Health Education

**Career Advising**
The Office of Career Programs provides career counseling and exploration, and assists students with career clarification and decision-making. Employment and internship opportunities are posted, and information on job search techniques and interviewing skills is available. Students are encouraged to be proactive in their career development by taking advantage of university-wide career workshops, lectures, and activities.

**Co-curricular Activities**
Most Eugene Lang College students find that classroom experiences are closely related to their outside activities. Whether starting a newspaper or volunteering at a homeless shelter, students at the college are interested in making connections between the ideas and issues they are studying and their experiences as residents of New York City. Undergraduates publish Inprint, the student newspaper, and Release, a literary magazine; produce plays through the theater program; and coordinate myriad activities such as lectures, roundtable discussions, women's support sessions, singing groups, poetry and prose readings, and events celebrating special occasions such as Black History Month and Women's History Month. Many are also involved in committees concerned with curriculum, financial aid, diversity, and student life. There is plenty of freedom for students (and faculty) to organize around their interests. The officers of the Student Union, elected by the student body, organize activities, film series, discussion groups, and programs that reflect the social, political, and cultural issues of students. The Student Union also funds several student groups.

**David Woods Award for Humanitarianism.** Established in honor of the New York City youth killed while defending a young woman, this annual award given at commencement to a Eugene Lang College student who has an exceptional academic record and a variety of accomplishments outside the classroom and who has demonstrated a high degree of service to others in and outside the university.

Throughout the academic year, Student Services offers workshops, events, and programs reflecting the diverse student population and intended to enrich every student’s academic experience—intellectually, artistically, culturally, and socially. Student Services also offers recreational and health education programs. Students are encouraged to become involved in recognized student organizations and other leadership programs. Student Services is committed to bringing students together from all the schools to collaborate on university-wide events. For more information about Student Services, visit www.newschool.edu/student-services.

**Student Housing and Residence Life**
Student Housing and Residence Life offers undergraduates and graduate students unique living and learning spaces with amenities to suit individual needs and budgets. Residence hall and apartment facilities are fully furnished and are staffed with professional residence hall directors and student resident advisors. Through the enthusiasm and creativity of our resident advisors, students are exposed to diverse educational and social programs that take advantage of the rich traditions of The New School and the cultural opportunities of New York City. There is 24-hour security coverage, and our residential staff is trained in handling crises and emergencies should the need arise. The Residence Hall Handbook details housing services and residence hall policies that are essential to creating safe, supportive, and respectful communities.

For students who wish to navigate the metro New York real estate market, Student Housing offers information to aid in searching for off-campus accommodations. Listings of rental properties and shared apartments, as well as short-term accommodations and subletting opportunities, are available in the Student Housing office. Student Housing will provide an up-to-date printed and electronic compilation of these listings upon request. The Off-Campus Housing Resource Guide also provides information about New York City and its neighborhoods and about the ins and outs of the local real estate market. Workshops and one-on-one sessions are also available. For more information about student housing, please visit www.newschool.edu/student-services.

**Food Services**
Dining facilities on campus offer weekday food service. Students can use the facilities on a cash basis or can participate in the Food Services Plan. For more information, visit www.newschool.edu/student-services.

**International Student Services**
This school is authorized under federal law to enroll non-immigrant alien students. International Student Services' mission is to help all international students reach their fullest potential and have positive experiences at The New School. In cooperation with other departments, faculty, staff, and student themselves, International Student Services aims to promote diversity and foster respect for cultures from all over the world. International Student Services helps international students learn to help themselves by developing workshops, handouts, and other programs and by offering advice and support. All international students are required to attend orientation and check in with International Student Services to confirm that students have been properly admitted into the United States and to review rights, responsibilities, and regulations. International Student Services offers every international student one-on-one advising. For more information, visit www.newschool.edu/student-services.

**Student Disability Services**
Student Disability Services shares the university's philosophy of encouraging all students to reach their highest level of achievement and recognizing and embracing individual differences. Student Disability Services assists students with disabilities in obtaining equal access to academic and programmatic services and by providing accommodations to assist students with disabilities as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973.

Students who have disabilities are encouraged to self-identify. While there is no deadline by which to identify oneself as having a disability, early disclosure helps ensure that reasonable accommodations can be made prior to the start of the student's courses. Once a student has self-identified, a meeting will be arranged to review appropriate medical documentation from a qualified clinician and discuss the student's needs and concerns. Students who wish to inquire about available services or who need special accommodations should contact the coordinator of student disability services at 212.229.5626; email sds@newschool.edu.
Student Health and Counseling Services

Student Health Services promotes the health and well-being of students by providing counseling and medical services, health education, and 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.

Student Health and Counseling Services offers medical services to students who are ill or injured or have questions about their health. A staff of physicians, nurse practitioners, physician assistants, nurses, and office assistants is available to serve students’ medical needs. The counseling services staff, including licensed psychologists, clinical social workers, psychological counselors, and a psychiatrist, provides students with a supportive environment to discuss concerns or problems. Counseling services works with each student to decide on a plan of treatment that will address these concerns in a reasonable and helpful manner. The Health Education Program offers a variety of health-related workshops, and training and outreach programs throughout the university. For more information about Student Health and Counseling Services, visit www.newschool.edu/studentservices.

Student Health Insurance

The Student Health Insurance plan offers affordable medical insurance. 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 enrolled in the plan unless they waive participation by demonstrating that they already have comparable health insurance. Graduate and undergraduate students who register for fewer than six credits may waive participation without demonstrating other insurance. There is a deadline for waiving student health insurance. For complete information about the Student Health Insurance Plan, visit www.newschool.edu/studentservices.

Diversity Initiative

The University Diversity Initiative puts The New School’s commitment to be “the most diverse private university of excellence in the country” into action. Students can take part in the initiative in many ways. A university-wide committee on diversity works to encourage all aspects of the university’s commitment to creating a more diverse and pluralistic environment. Student representation is important to the work of the committee. All students can create co-curricular programming that supports multiculturalism in the curriculum. All members of the New School community are invited to develop proposals for public performances and presentations that offer perspectives to the university community and reach out to the racial, ethnic, religious, and other diverse communities of New York City. For more information, contact Patricia Underwood, Director of the University Diversity Initiative, Office of Employment Services, 212.229.5671.

Intercultural Support/HEOP

79 Fifth Avenue, 5th floor
212.229.8996
www.newschool.edu/studentaffairs/st_culturesup_home.html

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build and establish 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 as well as the University Diversity Committee. The office also administers the Higher Education Opportunity Program and the Student Ombuds Office.

ACADEMIC RESOURCES

Libraries

The 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. To arrange an appointment, please visit library.newschool.edu/reference/request.php.

Raymond Fogelman Library
65 Fifth Avenue, lower level
212.229.5307
www.newschool.edu/library/fogelman.htm

The Fogelman Library’s collection focuses on the social sciences and the humanities. Its resources include 200,000 books, 600 journal subscriptions, and 170 electronic full-text and citation databases, along with microform publications and an extensive collection of reserve reading.

Adam and Sophie Gimbel Design Library
2 West 13th Street, 2nd floor
212.229.8914

The Adam and Sophie Gimbel Design Library supports the study of art, architecture, and design. The Gimbel Library’s holdings include books, periodicals, and electronic databases supporting the study of graphic, product, and fashion design; architecture; decorative arts; and critical thinking. Additional resources include an extensive picture collection, audio and videotapes, DVDs, and the Stephen and Anna Maria Kellen Archives Center of Parsons The New School for Design. The Kellen Archives Center houses original materials documenting the history of Parsons The New School for Design as well as the careers of some of the most important designers and artists of the 20th century.

Harry Scherman Library
150 West 85th Street, 4th floor
212.580.0210 x232

Scherman Library supports programs at the Mannes College The New School for Music. Its collections contain scores, recordings, monographs, and periodicals supporting the study of music history, theory, and musicology. The Scherman Library provides online access to recorded music as well as to RL1M, RIPM, and other electronic databases supporting study and research in music history, theory, and performance practice.

Elmer Holmes Bobst Library
New York University
70 Washington Square South
212.998.2500
library.nyu.edu

Bobst Library is the university library for New York University. All full-time and part-time New School students enrolled in degree programs enjoy full library privileges at Bobst Library. Students may check out circulating materials and have on-site access to noncirculating materials such as periodicals, electronic databases, and the moving image and recorded sound collections located in the library’s Avery Fisher Center.

Cooper Union Library
41 Cooper Square
(at 7th Street and Third Avenue)
212.353.4189

All full-time and part-time New School students enrolled in degree programs enjoy full library privileges at the Cooper Union Library. The Cooper Union Library emphasizes architecture, art, and engineering, and supplements the resources of The New School’s Gimbel Library.
All full-time and part-time students enrolled in degree programs enjoy reading privileges at Chutick Library, which contains a wide range of legal materials. Students may not borrow books from this library.

The New York Public Libraries
www.nypl.org

The University Writing Center
65 Fifth Avenue, room 105
212.229.5121
www.newschool.edu/admin/writingcenter
The University Writing Center helps students become better expository and research writers through individual tutoring sessions in every phase of the writing process. Tutors can help students develop a rough draft and approach and organize an assignment, or revise a paper. The University Writing Center is more valuable than a quick-fix editing or proofreading service because tutors help students develop versatile, lifelong communication skills. The staff includes many professional writers in addition to ESOL specialists and speech coaches.

The University Writing Center has tutors available for walk-in appointments, but students are encouraged to arrange an appointment through the online scheduler at dino.newschool.edu/ureserve/uwc/ureserve.pl. Students can also request assistance from a tutor through email or by telephone.

Other Resources

Barnes and Noble
105 Fifth Avenue at 18th Street
212.675.5500
www.barnesandnoble.com/textbooks/
Textbooks for most courses are available for purchase at Barnes & Noble.

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

Many foundations administer scholarship programs for students, though most funds are granted to colleges and universities, which then distribute awards according to various criteria. A small number of foundations (some 5,000 organizations identified by the Foundation Center) nonetheless approve grants directly to individuals. These organizations are listed in an online database, and a significant proportion of those grants are for direct scholarships, fellowships, and loans to students at all undergraduate levels. Students pursuing foundation funding for their education, should contact reference librarians at the Foundation Center. To learn more about these special resources for scholarships, visit the website and/or the scholarship library/learning center.

MyNewSchool

MyNewSchool (my.newschool.edu) is a customizable Web portal for students, faculty, and administrators. Students can use this site to access email accounts and get financial aid information, account summaries, transcripts, personal information, etc. with a single password sign-on. It also provides access to library resources, registration status, and online courses. MyNewSchool provides important announcements, special events updates, and special offers such as free theater tickets. MyNewSchool allows students to customize their personal environment through incorporating links to their favorite websites. It can help students manage their time through its calendar functions. With group tools, students can post messages, circulate articles with friends, and share files and photographs. It is the students’ online connection to the university.

ALVIN
ALVIN contains personal information and records. It can be accessed through MyNewSchool.

Computer Facilities

Computer proficiency plays an increasingly vital role in daily life. The board of trustees and the president of The New School are committed to providing students with access to quality technological services such as word processors, graphical applications, statistical packages, and Internet browsers. The Office of Academic Computing, a division of Information Technology, provides necessary tools, environments, and support to the university community using the latest technology.

Academic Computing Center
65 Fifth Avenue, rooms 216 and 014
212.229.5300 x3067
The Academic Computing Center is equipped with Windows and Mac workstations in classrooms and an open lab. The facilities are fully networked with research, productivity, and design software; Internet access; and printing.

Knowledge Union
55 West 13th Street, 8th and 9th Floors
212.229.5300 x4760
Equipment Center 212.229.5300 x4762
The Knowledge Union provides professional video, modeling, animation, and sound facilities. Students have access to open lab workstations/suites and an audiovisual studio. The Equipment Center offers checkout of video, imaging, sound, and lighting equipment.

University Computing Center
55 West 13th Street, 3rd and 4th floors
212.229.5300 x4571
Print Output 212.229.5300 x4522
The University Computing Center is a central hub of technologies, equipped with Mac and Windows open lab computers and hands-on classrooms supporting multimedia, video, web design, print design, color print output, modeling, animation, and research.

Wireless
The New School provides free wireless Internet access throughout the campus. As in any networked environment, students should be sure to have the latest anti-virus and anti-spyware software.
University Help Desk
55 West 13th Street, 3rd and 4th Floors
212.229.2828
helpdesk@newschool.edu

The University Help Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues. The help desk is open Monday through Friday from 8:30 a.m. to 6:00 p.m. Telephone messages can be left on the voice mail. Voice messages are returned during business hours, usually within one hour. Problems that cannot be corrected immediately will be assigned to a queue in an online database. The help desk is monitored for follow-up service.

Career Services

Students are encouraged to take advantage of what Lang has to offer in planning their career. They can consult a counselor, or participate in an internship. Several career development resources are available, and students are encouraged to visit career services under academic resources at www.newschool.edu/lang. Some offerings include:

Lang College Internship Programs
64 West 11th Street
212.229.5100 x2264

In addition, students have access to resources online, including career guides, search strategies, and resume interviewing guides. Appointments with an internship advisor are encouraged.

New School Career Development
65 Fifth Avenue, room 214
212.229.1324
www.newschool.edu/studentaffairs/careers

The Office of Career Development emphasizes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. The services provided are designed to empower students as they enter the competitive global arena. The services include individual counseling, special programs and workshops, full- and part-time employment opportunities, career resource information, job search strategies, resume reviews, mock interviews, and cover letter writing.

To facilitate the online search, Career Development posts career information arranged by field on its website. The online database of job opportunities for New School students is hosted through College Central. To access the database, visit www.collegecentral.com/newschool. Registration is required. The registration process enables students to upload their resume and search for positions.

Other Online Resources
* About.com/Careers: www.about.com/careers/
* Wet Feet: www.wetfeet.com/
* Monster: www.monster.com/

UNIVERSITY POLICIES

REGISTRATION

The university’s Registration Office registers students for classes, charges tuition and fees, and processes course changes and withdrawals.

Registration procedures at The New School vary by school, and the Registration Information and Procedures booklet, distributed each semester provides students with detailed registration procedures specific to their school, as well as relevant policy information. Students should follow registration procedures as outlined by their school.

Note the following specifics regarding registration procedures:
• All course registrations must be approved by a departmental advisor before a student registers.
• Continuing degree students are expected to register in April for the following fall term, and in November for the following spring term.
• Student Financial Services mails each student 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 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 nonpayment of tuition, late fees, or library fees, or for failure to return vaccination forms).
• Attendance in classes or completion of course requirements alone does not constitute formal registration.

Adding and Dropping Courses

To add or drop a course, students must go to the Lang Drop/Add Office for approval and instructions processing. All course changes must be submitted to the university’s Registration Office, either in person or via MyNewSchool. No course change is effective until this is complete.

Note that 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 that course. Likewise, failure to attend classes, failure to complete coursework, failure to complete payment, or notification of the instructor, does not constitute official withdrawal and may result in a permanent grade of WF on the student’s record.

Withdrawing with a Grade of W

A grade of W indicates withdrawal from a course without academic penalty. Written permission must be obtained from the Drop/Add Office, and then submitted in person to the university Registrar’s Office.

A full-time student may withdraw from a course providing that full-time status (a minimum of 12 registered credits) is maintained. Full-time students who wish to drop one or more classes and thereby carry fewer than 12 credits (part-time status) must see the advising office for approval. Before requesting part-time status, the student should ascertain the consequences of part-time status on scholarships, loans, and grants. Part-time students are charged on a per credit basis.
BILLING, PAYMENT, AND REFUND POLICIES

Lang College tuition and financial aid packages make an education affordable for qualified students. For 2007–08, tuition and fees are $32,557. This includes a mandatory health services fee. Room and board costs are available from the Housing Office and at www.newschool.edu/studentaffairs/housing.

Billing and Payment Information

Starting with the fall 2007 semester, the university will no longer mail paper invoices to continuing students. Instead, a notification will be sent to students’ New School (@newschool.edu) email accounts when invoices are ready to be viewed.

Designating Other Authorized Account Users: Students can now designate an authorized user (parent, relative, guardian, employer, etc.) to view their accounts and make payments on their behalf.

An electronic invoice for the fall semester will be available online mid-July. Payment or approved payment arrangements are due August 10. For the spring semester, electronic invoices will be ready for viewing online the first week in December and payment or approved payment arrangements are due January 10. Invoices will be available only to registered students. Fall students will be charged a $150 late fee if they register after the specified payment arrangements deadline in early August. Payment for tuition, fees, and housing may be made by bank debit card and cash (in person only), or by personal check (made payable to The New School), Visa, MasterCard, American Express, or wire transfer. Credit card and check payments may be made online by signing on to MyNewSchool and going to the Student tab. Students can also now pay all charges on their accounts by Webcheck (online debit of a designated checking or savings account).

Deferral of Payment for Employer Reimbursement: Students expecting reimbursement from their employer/sponsor may defer payment of tuition and fees upon presentation of an official authorization from company/sponsor letterhead. If the reimbursement is to be made upon receipt of grades, there is an employee participation fee, which is listed in the Tuition and Fee Schedule. Students may be required to submit a valid credit card authorization to Student Financial Services, which will be processed if payment is not made by the due date. If The New School can submit an invoice to your employer/sponsor as soon as you register and payment is not contingent upon receipt of grades, there is no participation fee. All students must fill out an External Aid Deferral Form.

The authorization must show a current date and include the following: student name, Social Security number (preferred), the amount of tuition and fees, if applicable, to be covered by the employer/sponsor, the semester for which tuition will be covered, the employer’s address and phone number, and the specific terms of payment (i.e., whether upon receipt of grades or to be invoiced immediately). Payment of any portion of the fees that the sponsor has not agreed to pay may not be deferred.

Monthly Payment Plan

The university offers a monthly payment plan. The plan enables students or their families to pay interest-free monthly installments on their account toward their tuition, fees, and housing. Many students and families find monthly installments more manageable than one lump payment each semester. Through this plan, tuition, fees, and housing for fall and spring semesters may be paid in ten monthly installments beginning on August 1, or September 1 for an eight-month plan. The payment plan is not a loan, therefore, there are no credit checks. It is also available for the fall-only or spring-only semesters for five or four monthly installments. (This payment plan is not available for summer charges.) Matriculated students taking six or more credits per semester and New School for Social Research students maintaining matriculation are eligible. More information on the monthly payment plan is available at www.newschool.edu and my.newschool.edu.

Returned Check Fee

All checks returned from the bank are automatically re-deposited for payment. If for any reason a check does not clear for payment after being deposited a second time, 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, certified bank check, or money order. Another personal check will not be accepted. A ten percent penalty of the balance is charged if payment for a returned check is not received within four weeks. After a second returned check, all future charges must be paid with cash, certified bank check, or money order, and personal checks will no longer be accepted from that student.

Refund Schedule and Policies

In the event of early withdrawal, a percentage of tuition will be refunded (see University Refund Schedule). Refunds will be granted only after the official withdrawal procedure has been completed or the university determines you are no longer enrolled. Refund processing takes approximately four weeks.

University Refund Schedule—Degree Students

<table>
<thead>
<tr>
<th>Courses dropped</th>
<th>% Semester Tuition Charges 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>

Fees, including the 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. Contact Student Financial Services if you have questions about your account. Your financial aid may be affected if you withdraw or drop credits. Failure to complete payment prior to withdrawal does not relieve you 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.

Electronic Refunds Deposited in Your Bank Account: Student refunds can be deposited directly to a personal savings or checking account. Sign up now for this service. Contact Student Financial Services. Exception: A paper refund check will be sent to the parent borrower for any student whose fees were paid with a PLUS loan.

Course Levels

1000 level: Advising classes and other First-Year seminars, First-Year Writing classes, and First-Year Reading NYC classes. These courses develop the critical skills necessary for academic and future success.

2000 level: Introductory courses with no prerequisites or with a minimal stated prerequisite (e.g., completion of one First-Year Writing course). Courses may satisfy area of study requirements. These courses provide broad introduction to the disciplines, and they may or may not be interdisciplinary.
**3000 level:** Intermediate-level courses. These courses build on prior knowledge and skills developed in 1000- and 2000-level courses. They usually take a more specialized approach to the subject and may be interdisciplinary. Completion of a course at the 2000-level in the same area of study (LARS, LIT, etc.) is presumed.

**4000 level:** Advanced-level courses. These courses take a sophisticated approach to the subject matter and are often, though not always, highly interdisciplinary. They presume at least two courses in the discipline, including one at the 3000-level.

**4500 level:** Graduate-level courses crosslisted with Lang subject codes. These courses are open only to juniors and seniors with previous relevant coursework.

**Course Prerequisites**
Before taking a course, students are expected to meet its prerequisites. Prerequisites indicate the knowledge gained through specific preparatory course work that is necessary and/or the level of academic maturity that is required in order for a student to do well in the course. Students may be taking a course’s prerequisite at the time they register for the course. If the prerequisites have not been met, the student may be dropped from the course. If the student has not taken the prerequisites, but the instructor believes the student has sufficient academic preparation to succeed in the course, the instructor, in consultation with the chair, may give the student permission to take the course. Certain courses may be taken only with permission of the instructor. The prerequisites are noted in the course description.

**Retaking a Course**
No course may be taken more than twice, except for courses designated in the description as “repeatable.” A course is considered to have been taken if the student remains in the course past the add/drop deadline, regardless of the grade assigned in the course (passing, failing, incomplete, or withdrawal). With approval, students with a grade of F or WF in a course are eligible to repeat that course. Students are allowed to retake up to three courses during a single degree program. Although the initial grade will appear on the transcript, the grade earned the second time will be computed in the grade-point average, and the previous grade will drop out of the cumulative grade-point average.

Students wishing to repeat a course must submit an approval form, signed by the assistant dean of students, to the Registrar’s Office before the permitted add/drop period for the semester has ended. Forms are available at the Registrar’s Office and the Academic Advising Office.

A course that has been repeated will be counted only once toward fulfillment of graduation requirements. Also, a course that has been repeated will be counted only once for purposes of loans or New York Tuition Assistance Program (TAP) certification.

**Repeatable Courses**
Certain courses note in their descriptions that they “may be repeated once” or “may be repeated as the topic changes.” Students may repeat such courses within those restrictions and receive credit each time. All grades for such repeatable courses are computed in the student’s grade-point average. Only courses stated in the description that they may repeated may be taken more than once for credit.

**Mutually Exclusive Courses**
Mutually exclusive courses are those whose content is so similar that students who have taken one will be repeating the material if they take the other. Such courses are identified in their catalog descriptions with notations such as “students who have taken XXX are not permitted to take this class.” Students risk losing both the credits and the grade if they take the second of two courses that are designated as mutually exclusive.

**Crosslisted Courses**
Crosslisted courses offered by graduate programs in the university are open to juniors and seniors at Lang and designated in the Lang catalog and website as LXXX 45##. Enrollment is usually limited to five Lang students, and many require permission of the instructor. Lang students must register under the Lang number. The title, course description, prerequisite(s), meeting times and place, and credit hours are identical to the course the graduate student takes. The courses count toward the student’s undergraduate degree, not toward a graduate degree. They do not count as swing credits for combined degree students. Undergraduate academic policies apply, including time limits to complete an incomplete grade. Some but not all of these 4500 level courses satisfy requirements in a particular area of study. The course description will be the students’ guide.

**Limits on Credits per Semester**
A liberal arts education provides students with the skills to think critically and creatively. Students at Lang are encouraged to take advantage of the variety of courses offered at the college and the university to broaden their knowledge of themselves and the world.

To that end, students with fewer than 60 credits may not take more than two courses in one area of study in one semester. For example, students may take no more than two courses designated LWRT (Writing) or LTHR (Theater) per semester.

**Limits on Course Credits**
There is a limit on the total number of credits from certain courses that can be applied toward the 120 required for the BA degree. Listed below are the maximum credits that can be applied toward the total number of credits required for a degree:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Maximum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate courses (non-crosslisted)</td>
<td>12 credits</td>
</tr>
<tr>
<td>Retaken courses (not designated “repeatable”)</td>
<td>3 courses</td>
</tr>
<tr>
<td>Independent Study</td>
<td>16</td>
</tr>
<tr>
<td>Internships</td>
<td>16</td>
</tr>
<tr>
<td>Activity-related courses</td>
<td>24</td>
</tr>
<tr>
<td>Student Newspaper, Writing Fellows, Release, Experiential courses and other Out-and-About Courses, fitness and outdoor courses, Teaching and Learning Seminar, Lang College Singers</td>
<td></td>
</tr>
<tr>
<td>Students may take any combination of these courses during their career at Lang, but the total combined credits allowed for these courses is 24.</td>
<td></td>
</tr>
</tbody>
</table>

**Maximum Credits Earned in Non-Liberal Arts Courses**
BA candidates 30 credits

The following are non-liberal arts courses:
- LDAN (All dance courses, except Dance History courses, which are liberal arts courses)
- LTHR Fall Production
- LTHR Spring Production
- Independent Study
- Internships
- Activity-related courses (see above)
- Practice-based and studio classes

<table>
<thead>
<tr>
<th>Credits by Approved Examinations</th>
<th>30 credits</th>
</tr>
</thead>
</table>

Approved examination programs are advanced placement examinations and international baccalaureate programs.
Permission to Take Non-crosslisted Courses at The New School for Social Research

Lang students in the New School for Social Research BA/MA program should see the appropriate New School for Social Research advisor (a list of departmental advisors is on file in the dean's office) to get information on New School for Social Research departmental requirements and course offerings before each registration period. Lang students will register for graduate courses using the three-credit graduate registration number. This procedure ensures that the course appears on the transcript as a graduate course and will count toward the 12 "swing" credits that accelerate completion of the master’s degree.

Students who are not in the New School for Social Research BA/MA program must be juniors or seniors to be able to take non-crosslisted graduate-level courses. Their petitions for taking non-crosslisted graduate courses are due prior to the semester in which the graduate course will be offered. Prior to submitting a petition form, students must receive written permission from the student advisor in the appropriate graduate department, the instructor of the course, and the chair of the appropriate area of study. Then they must submit the petition to the Lang associate dean, attaching all written permissions. Students will be notified via university email as to whether registration for the course has been approved. If approved, students must go to the Academic Advising Office to complete their registration, using the appropriate registration number for the graduate division. The course will count only toward the BA degree at Lang College, unless the student has been formally admitted to the combined BA/MA/MS degree program. Contact: Leah Weich (weichl@newschool.edu) or Jon White (whitej@newschool.edu) for assistance with these requests.

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. (Students on “mobility” are those students studying abroad or students away from the college in a Lang-supervised program such as the Lang–Sarah Lawrence exchange program.) For information on registration and payment deadlines for new students, see the Registrar website at www.newschool.edu/admin/registrar. Please note that tuition and fee policies are subject to change.

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

Spring Semester. Students who registered for the spring semester will be required to make arrangements to pay by January 10th. Failure to do so will result in a late payment fee of $150. Students who register after January 10th 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 full 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 William Kimmel
University Registrar
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003

Grades and Grading

Grades are recorded for all students registered in a course taken for credit. Students can access their grades and their entire academic transcript via the Internet through 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
- A- = 3.7
- B+ = 3.3
- B = 3.0
- C+ = 2.3
- C = 2.0
- D- = 1.7
- D = 1.0
- F = 0.0
- WF = 0.0

P/U (not included in GPA)

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

- W=Withdraw
- I=Temporary incomplete
- P=Pass (credits count toward degree)
- U=Unsatisfactory (credits do not count toward degree)
- AP=Approved (noncredit certificate)
- NA=Not approved (noncredit certificate)
- GM=Grade not reported

Grades of Incomplete

The grade of I, or 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. Incompletes are not granted automatically, but are awarded at the professor’s discretion. An Incomplete gives the student until the end of the seventh week in the following semester to complete the work for the course. (It is the student's responsibility to make appropriate arrangements with the faculty member to complete the work during this period.) For questions, contact the Academic Advising Office at 212.229.5100 x2264.

Requests for an incomplete must be made in writing by filling out the proper forms, available in the Lang dean’s office. After the form is signed by both the student and the faculty member, the student submits the form to the director of academic advising office. The incomplete grade is not official until the form has been received. The advising office keeps track of the total number of incompletes that the student requests and forwards a copy of the contract to the student’s academic advisor. The deadline for students to submit contracts for final signature is the last day of classes for the semester requested.

If the student has not submitted the required work by the seventh week of the following semester, and has neither requested nor been granted an exception in the manner outlined above, then the incomplete grade is automatically changed to a WF by the registrar and becomes part of the student’s permanent record.

Limitations to the Incomplete Policy: Lang students may take no more than two incompletes in any given semester. The work needed to resolve the Incomplete must be completed within the stipulated limit, which is the end of the seventh week of the following semester. This time limit also applies to crosslisted graduate courses taken by the Lang student. If a grade does not appear in the student’s record by that time, the student must meet with the faculty advisor as soon as possible and should maintain regular contact with the Academic Advising Office to ensure the incomplete grade, once resolved, is considered for any potential probationary reviews.

Exceptions to the Limitations: Exception to the rule of a maximum of two incompletes will be granted on a case-by-case basis and only in response to a serious, documented medical or personal emergency. In that situation, the student should contact the director of academic advising and course instructor with a written explanation of the circumstances. If the student is medically disabled, someone acting on behalf of the student may telephone or e-mail the appropriate person, and the student may submit the written explanation at a later date.
Exceptions to the Time Limit for Finishing Incompletes: Exceptions will be granted on a case-by-case basis and only in response to a documented medical or personal emergency. As above, the student must contact the director of advising and course instructor by the last Friday of the incomplete period and with a written explanation of the circumstances warranting an exception. Decisions regarding exceptions will be rendered by the Academic Advising Office, in consultation with the appropriate faculty member(s) and chairpersons.

Grade-Point Averages
The semester grade-point average is computed at the end of each term by multiplying the number of credits earned by the numerical values associated with those grades. The figure is then divided by the total number of graded credits completed, including any failed courses. The cumulative grade-point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. Credits transferred from another institution are not included in the cumulative GPA.

Dean's List
Lang undergraduates must be enrolled for a minimum of 12 credits and have a minimum 3.7 term GPA to be eligible for the Dean's List. The honor of Dean's List status will be noted on the student's academic transcript.

Grade Changes
In the interest of fairness to all students registered in a course, grade changes should be submitted only for the following reasons:
(1) a recording or calculation error by the instructor, or
(2) an agreement to regrade work submitted during the semester in which the course was taught. Please note an agreement to reevaluate work by the instructor does not guarantee a higher grade. No work should be accepted after the semester has ended unless an incomplete grade was approved by the instructor before the last class session. For information about policies and procedures in arranging an incomplete grade, please refer to the appropriate section in the faculty handbook.

After one semester, all grades recorded in the university Registrar's Office become a permanent part of the academic record, and no changes are permitted.

Grade Appeal Policy
Students may petition for an academic grade review by following the procedure outlined below within sixty days after the grade was issued. Before deciding to appeal for a grade change, the student must request a verbal explanation of the basis of the grade from the instructor. If the student is not satisfied with the explanation, the student may appeal the grade according to the following steps:
• The student submits a letter outlining any questions and/or objections directly to the faculty member, with a copy to the department chair. (If the faculty member is also the chair, the copy will be sent to the dean’s office.)
• The instructor submits a written response to the student's letter within one month of receipt, with a copy to the department chair, or the dean's office, if the faculty member is also the chair.
• If the student is still unsatisfied after the faculty member’s written response, the student may appeal further by sending copies of previous communication to the dean’s office. The associate dean will convene an appeals committee to review both letters, clarify any outstanding questions or issues, and make a recommendation to the dean of the college. The dean’s decision is final.

ACADEMIC STANDING AND PROGRESS

All matriculated undergraduate students must earn a 2.0 term and cumulative GPA to remain in good academic standing. Students with less than a 2.0 term or cumulative GPA will be placed on academic probation. Students who earn less than a 2.0 term or cumulative GPA for two consecutive semesters will be dismissed. Any undergraduate earning less than a 1.0 term GPA will be dismissed.

Class Standing
Students’ class standing is determined as follows:
• First-year students: 0 to 29.9 credits
• Sophomores: 30 to 59.9 credits
• Juniors: 60 to 89.9 credits
• Seniors: 90 credits and above

Midterm Evaluations
Halfway through each semester, students receive written evaluations of their work from their instructors. Copies of these evaluations are also sent to students' academic advisors and are to be used as an advising tool and as personal feedback for the students. Students having trouble in a particular course should also schedule an appointment to speak with the course instructor, or contact the assistant dean of students.

Midterm Warnings
Before the deadline for officially withdrawing from a class (with a grade of W), students whose performance has been deemed poor or unsatisfactory by their instructors will receive an official notice of warning through their New School email accounts. Upon receipt of such a notification, students should immediately meet with their instructor, or their advisor, or the director of Academic Advising to determine the most appropriate course of action.

Academic Dismissal
Students who fail to earn the requisite grade-point average are eligible for dismissal from the college. Students who are dismissed from their degree program may petition to the Dean's Office to reverse the decision by filing a formal written appeal. All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students should expect to hear the result of an appeal within two to four weeks of its submission. Otherwise, the student must wait one year before reapplying.

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
Students dismissed based on fall term grades must be notified before spring semester classes begin. If the dismissal status is determined after classes begin, the student will be allowed to attend classes and will be placed on probation for the spring term. International students who are dismissed must see an international student advisor to discuss their immigration status.

Minimum Grades for Area of Study or Majors Requirements
Students must receive a grade of C or higher in a course in order for that course to be counted as meeting the requirements in an area of study. Requirements are all courses that students must take to satisfy an area of study or major, including senior capstone. If a student receives less than a C, credit will be given for the course and be included in the student’s average, and listed on the transcript. But it will not relieve the student's obligation to fulfill that requirement.
Attendance and Lateness

- Absences justify some grade reduction and a total of four absences mandate a reduction of one letter grade for the course.
- More than four absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following:
  - an extended illness requiring hospitalization or visit to a physician (with documentation)
  - a family emergency, e.g. serious illness (with written explanation)
  - observance of a religious holiday

The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework. For significant lateness, the instructor may consider the tardiness as an absence for the day. Students failing a course due to attendance should consult with an academic advisor to discuss options.

Some instructors might stipulate different guidelines for attendance based on the nature of the course assignments (such as studios, laboratories, workshops) or the course schedule (half-semester classes, classes meeting once a week). For additional information about attendance and lateness, please refer to the syllabus.

Leave of Absence

Students in good academic standing may petition for a leave of absence. Leave of absence forms are available from and should be submitted to the Office of Academic Advising.

Recipients of student loans should note that a leave of absence constitutes a break in their program, resulting in loss of their loan repayment grace period and/or eligibility to defer repayment. These students should consult the Office of Financial Aid when contemplating taking a leave of absence.

International students should consult with International Student Services at www.newschool.edu/studentservices to discuss options.

Graduates should consult with the Academic Advising Office to complete the appropriate paperwork. The student's academic record will be maintained in accordance with the relevant add, drop, and withdrawal deadlines and refunds will be calculated in accordance with the University Refund Schedule at www.newschool.edu/admin/registrar/refunds.html.

Graduation Fees

The New School confers degrees in January and May. The commencement ceremony for both May and January graduates is held in May. All degree requirements, as specified in school catalogs, must be completed prior to the graduation date for a degree to be awarded. Students intending to graduate must file a graduation petition form with the Office of the Registrar and pay the appropriate fee by the following dates:

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.

Cap and gown fee

Students purchase their cap and gown for a fee of $50.

The Student Right to Know Act

The New School makes available to all students and prospective students information about the persistence of undergraduate students pursuing degrees at this institution as required by the Student Right to Know Act. During the 2007–08 academic year, the university reports the “persistence rate” for the year 2005 (i.e., the percentage of all freshmen studying full time in fall 2005 who were still studying full time in the same degree programs in fall 2006). This information may be requested at any time between July 1, 2007, and June 30, 2008. Visit the office of Institutional Research at www.newschool.edu/admin/oir for more information.

ACADEMIC TRANSCRIPTS

Requests for copies of a student’s academic transcript must be submitted through MyNewSchool or made in writing to the university Registrar’s Office. The form to make a transcript request may be downloaded from the university’s website, and completed forms can be hand-delivered or mailed to the Records Office, 65 Fifth Avenue, New York, NY 10003, or sent by fax to 212.229.5648.

For transcripts ready for pick-up or mailing five business days after the request is received, there is no fee. Requests for next-day service (at a cost $4 per transcript) and Federal Express service (at a cost of $15) must be made in person.

Transcripts and diplomas are not issued for students with outstanding debts to the university.

ACADEMIC ADVISING

The purpose of academic advising is to help students achieve academic excellence. It supports faculty and students in their academic experience at Lang and helps students take advantage of the academic programs and resources of The New School through their tenure at the college. Advisors assist students in decisions about curricular choices and overall academic plans, with an emphasis on challenging students to think broadly about their education. In addition, advisors help students consider their future after Eugene Lang College, which may include graduate school, career, travel, or other plans.

Advisors assist students by creating a comfortable and supportive relationship. It is a valued and integral piece of the students’ experiences throughout their educational career at Eugene Lang College.

Academic Advising Office

The Academic Advising Office staff—assistant dean of students, associate director, and sophomore class advisor—assist students in obtaining information resources available at college and the university. They provide support for students experiencing academic or personal difficulties. Students who encounter difficulties in their courses, with faculty, or with their faculty advisor, or who have questions pertaining to their academic progress should see the assistant dean of students for assistance.

In addition to being a resource person for all students, the associate director of academic advising also oversees the First-Year Workshop and the peer advising program. The associate director assists students individually and organizes events and mechanisms to help integrate first-year students into the college and university communities.

The sophomore class advisor works with sophomore students and organizes co-curricular, social, and informational events designed to serve the special needs of the sophomore class. The sophomore class advisor also coordinates study-abroad programming for the college.
Academic Advising Resource Room

The Resource Room is available to all Eugene Lang College students. Students will find materials there to assist them while at the college and on their way toward graduation. Information available includes study abroad program materials, graduate school listings, some specific graduate school materials, standardized testing for entrance to graduate schools, books on interviewing and searching for jobs, materials on specific grants and fellowships, Lang advising and registration materials, and information about The New School resources. Hours are posted on the entry door.

Faculty Advisors

Each student at Lang has a faculty advisor. Entering first-year students choose a course based on their academic interests from a list of small seminar offerings; the instructor for that course becomes their assigned faculty advisor. This system affords multiple opportunities for contact between student and advisor, inside and outside the classroom. Students are encouraged to initiate meetings with their advisor throughout the year, especially when the student is no longer in the advisor’s class. The advisor and student work together drawing on the curriculum to realize the student’s academic goals. At the end of the first year, students may remain with their original advisor or request another faculty advisor with whom they’ve developed a rapport.

Change in Requirements

As Lang grows and evolves, the requirements to fulfill the areas of study may change. The requirements students need to complete an area of study are based upon the number of credits earned on the date of declaration. At the time of declaration, students who earned fewer than 45 credits, must fulfill the requirements of the area of study in effect at that time. But at the time of declaration, students who earned 45 credits or more may choose to fulfill either the requirements in effect at the time of declaration or the requirements that had been in effect at the time of matriculation.

Policy on Academic Honesty

The university community, in order to fulfill its purpose as an educational institution, must maintain high standards of academic integrity. Students in all schools of the university and in all facets of their academic work are expected to adhere to these standards. Plagiarism and cheating of any kind in the course of academic work will not be tolerated. Academic honesty includes the accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty apply to all forms of academic work: examinations, essays, theses, dissertations, computer work, art and design work, oral presentations, musical work, and other projects. The New School recognizes that the differing nature of work across the university might entail different procedures for source citations and referring to the work of others. Particular academic procedures, however, are based on universal principles valid in all divisions of The New School and among institutions of higher learning in general. It is the responsibility of students to learn the procedures specific to their disciplines for correctly and appropriately differentiating their work from that of others. And likewise, instructors are expected to enforce these academic policies and procedures, and hold all students accountable for these standards of academic honesty. Information regarding academic honesty policies should be included on all course syllabi, though students are nonetheless responsible for knowledge of all academic policies published in the catalogue for Lang College.

Definition of Plagiarism

Any form of plagiarism violates the principle of academic honesty. Plagiarism is the unacknowledged use of someone else’s work as one’s own in all forms of academic endeavor (such as essays, theses, examinations, research data, and creative projects), intentional or unintentional. Plagiarized material may be derived from a variety of sources, such as books, journals, internet postings, and student or faculty papers. This includes the purchase or “outsourcing” of written assignments for a course. A detailed definition of plagiarism in research and writing can be found in the fourth edition of the MLA Handbook for Writers of Research Papers, pages 26–29.

Lack of Acknowledgment. “The submission or presentation of work, in any form, that is not a student’s own, without acknowledgment of the source, is plagiarism.” A simple rule determines which sources must be acknowledged: If a student obtains any information or idea from an outside source, that source must have proper acknowledgment. Direct quotations must be placed in quotation marks, and the sources must be immediately cited.

Re-use of the Same Work. A student should not normally receive academic credit more than once for the same work without permission. Re-use, without permission, of the same paper or other work to fulfill more than one requirement constitutes plagiarism. A student may submit a single research or creative project to fulfill the requirements for two separate courses only with the acknowledgment and prior approval of the instructors. In such a case, s/he must submit a request in writing to both of the professors, who must sign the agreement. Submission of the same work in more than one course without prior consent of all instructors violates the academic honesty principle. The rule is intended to regulate not repeated use of a concept or learning developed by the student but rather the identical formulation and presentation of that concept. Students with questions about the application of this rule in a specific case should consult with the instructors. Note: In sequenced writing courses, where a student may work on several drafts of a longer work over the course of multiple semesters, acknowledgment of the continuation of the project and the permission of the writing instructor to do so are sufficient.
Unauthorized Collaboration. Permission to collaborate with other students in
courses (laboratories, reports, papers, homework assignments, examinations,
minor academic work for credit) depends on expectations communicated by faculty. Sometimes students are encouraged to collaborate
on laboratory research, for example, but instructed to submit the laboratory
reports independently. In general, students should presume collaboration on
academic work is not permitted, and that submission of collaborative work
would constitute a violation of the academic honesty principle, unless an
instructor specifically authorizes collaboration. Students should discuss with
instructors in advance any questions or uncertainty.

Adjudication
Step One: Student Notification
In situations of alleged plagiarism, the student should receive notification
before an official grade is recorded. If plagiarism is suspected on a final
examination or paper, an incomplete grade is recommended until the student
can be properly notified in writing and the matter discussed. Notification
of alleged plagiarism should be copied to the assistant dean of students and
to the chair of the concentration. Due to federal privacy laws, the instructor
should contact the student only through university email, and confirmed
delivery of the message constitutes a good faith effort to inform the student.
If the student fails to respond to the email message within two weeks, a final
grade should be determined based on the best judgment of the faculty.

Step Two: Preliminary Meeting with the Instructor
After notification, the faculty member should arrange a meeting to discuss
the incident. During this meeting, the instructor should come to a detailed
understanding of the student’s knowledge and understanding of plagiarism.
If the student accuses another student of plagiarism and brings this matter to
the attention of the instructor, the initial steps should be similar, with the
instructor arranging a meeting with each student individually to discuss the
incident as thoroughly as possible. Either the student or the instructor has
the option to request the presence of a third party, who could be an adminis-
trator, an advisor, or the university ombudsperson.
The instructor should provide a written document, noting whether the
student admitted or denied plagiarism, to the assistant dean of students for
tracking purposes; this notification should be copied to the chairperson of the
area of study and the student.

Step Three: Admission or Review Procedures for Disputes
If the student admits to the charge of plagiarism, the instructor follows
the procedures outlined under Penalties (indicated below). If responsibility
is admitted, the summary account will remain on file with the Academic
Advising Office until graduation.
If the student disputes the charge of plagiarism, the chair of the area of study
should request a written account from both the instructor and the student
and make a determination as to whether the case should be referred to the
Academic Standards Committee. If the case is referred to the Academic
Standards Committee, the chairperson notifies the student of the referral.
The committee then should request copies of all written materials and
supporting evidence from the chairperson, instructor, and student. Copies of
all correspondence are forwarded to the assistant dean of students.
Within one month after receiving all pertinent materials from both the
instructor and the student, the committee convenes a meeting during which
both parties are provided a full opportunity to debate the charge. Within
two weeks, the committee renders a decision and notifies each party of its
decision, with copies again forwarded to the assistant dean of students and
the chair of the area of study.

Step Four: Decision and Appeal Procedures
If the Academic Standards Committee finds the student did not plagiarize,
the charges are dismissed. If the committee finds the student did commit
plagiarism, the appropriate penalties are imposed. Appeals regarding the
decision may be submitted by either the student or the instructor in writing to
the associate dean, who reviews all supporting materials and whose decision is
considered final.

Penalties
The penalties for plagiarism depend on the extent of the plagiarism, which
may range from failure to properly cite a particular source to the wholesale
duplication of an entire essay, as well as the number of previous offenses or
recidivism. Depending on the nature of the offense and discretion of the
instructor, the penalties could include the following:
• For the first offense, an F for the essay or creative project in question. For
  a minor infraction, the instructor may allow the student to submit a new
  essay or creative project. For a more serious infraction, the instructor may
  simply calculate the grade of F toward the final grade for the course.
• For the second offense, a failing grade of F for the entire course and an
  official warning from the Associate Dean's Office about the serious nature
  of the offense. In the case of a serious infraction, the student may also be
dismissed from the College.
• For the third offense, the student is dismissed from Lang.
• Any documentation remains on file with the Academic Advising Office
  until graduation but does not become part of the student's official file.

STUDENT/FACULTY RESPONSIBILITIES

Undergraduate Student Responsibilities
By taking responsibility for their education, students enhance the develop-
ment of their academic, social, and career goals. Lang students are expected
to take responsibility for their academic choices as part of a well-rounded
educational experience. The student's faculty advisor, the advising office,
peer advisors, the internship office, and chairs of the individual areas of study
available to assist students with academic advising, long-range goals, and
career explorations. Students are responsible for reviewing, understanding,
and abiding by the college's regulations, procedures, requirements, and
deadlines as described in official publications including this catalog, the
Student Handbook, and registration booklets.

In the Classroom
Students are expected to:
• attend class regularly unless other arrangements are made
• arrive for class on time and leave the classroom only at the end
  of class
• do the reading and assignments to take full advantage of the seminar style
  of teaching upon which the curriculum is based
• engage thoughtfully and courteously in class discussions
• exhibit proper, non-disruptive classroom behavior
• secure and turn off all cell phones, pagers, and entertainment devices during
class time unless otherwise directed by the course instructor. Any use of a
  cell phone or other unauthorized electronic device during an examination is
  presumptive of academic dishonesty.

In the Course
Students are expected to:
• observe the requirements for the course and consult with the instructor if
  they don't have the required prerequisites
• review and understand the course syllabus
• keep up with the coursework, submit all required work on time, and take all
  scheduled examinations
• address any conflicts in syllabus and exam scheduling with the instructor as
  soon as possible
• review all graded material and seek help if necessary
• immediately notify the instructor of any disabilities that might interfere
  with completion of course work or require accommodation
• fairly and thoughtfully complete the course evaluation form.
Academic Progress

Students are expected to actively assess their academic progress each semester, and to be aware of their progress toward completion of graduation requirements. They are expected to:

• meet regularly with their faculty advisor to assess their academic and career goals and progress
• review academic policies and procedures described in the current catalog
• know the graduation requirements for both Lang and the chosen area of study, and plan appropriately to be able to complete the requirements, including senior capstone
• maintain personal copies of applications for independent study, internship plans, senior capstone, progress reports, general educational material, and transfer credit evaluations until after graduation
• take responsibility to ensure that any academic records from other universities are transferred and received by the Admissions and Advising offices, their advisor, and the chair of the chosen area of study.

Interactions with Faculty, Instructors, Administrators, and Other Students

Students are expected to:

• understand what constitutes academic honesty and adhere to its principles
• be respectful and courteous to instructors, staff, and other students
• know and abide by the university’s sexual harassment policies and the policies regarding consensual relationships between instructors and students
• consult the Student Handbook about other aspects of student conduct in and out of the classroom
• use their university email account and consult it on a daily basis. Faculty and administrators will not communicate with students using non-university email addresses.

Faculty Responsibilities

Instructors at Eugene Lang College use a broad range of methods in their teaching. The following list of responsibilities does not define good teaching; it represents only a minimal set of conditions and practices that faculty members are expected to observe while teaching.

In the Classroom and Conference

• Instructors must meet their classes regularly and promptly, at times and places scheduled.
• Only for the most serious reasons should classes be cancelled, and students should be given advance notice, if at all possible, of instructors’ absences.
• Part-time instructors should make themselves available to students outside of class time, through face to face meetings, by telephone, or email.
• Office hours for full-time instructors should be included on the syllabi, posted outside the instructor’s office, and turned in to the dean’s office.
• Full-time instructors should be available for appointments with students who are unable to meet with them during regularly scheduled office hours.

Course Descriptions and Requirements

• Instructors must read the course description guidelines and write descriptions consistent with them.
• Prerequisites that are not stated in the published course descriptions may not be imposed.
• A written syllabus that clearly defines the content, goals, and requirements of each course must be distributed at the beginning of the course, made readily available throughout the Add/Drop period, and sent, preferably by email, to the associate dean’s office. The syllabus must include the attendance and lateness policy, the policy on plagiarism, and the policy on disabilities. Instructors must read the syllabus guidelines and prepare syllabi consistent with them.
• Syllabi must be posted on Blackboard within the first week of the semester.

• Instructors must conduct any teaching and course evaluation surveys that have been approved by the college. The results of course evaluations should be used in periodic reviews and when appropriate, in revisions of the course.

Assessment of Student Performance

• Written and other homework assignments, in-class writings, and examinations should be evaluated and returned promptly. Written comments explaining the instructor’s criteria for evaluation and giving suggestions for improvement should be provided.
• Instructors are expected to provide students with appropriate and timely notification about their academic performance in a course. Instructors must provide evaluations of students at least one week before the last day to withdraw from the class with a W. The midterm student evaluation provides a good opportunity to alert students who are at risk.
• Examinations, papers, and other homework submitted at the end of the term should be graded and either returned to students or retained for one semester.
• Any change to the course grading policy during the semester must be announced and made available to all students enrolled in the course. Assigning additional work to individual students who wish to improve their grades, during or after the semester, is prohibited.

Professional Conduct and Interaction with Students

• If an instructor suspects a student of academic dishonesty, the instructor must follow the procedure set forth in the college’s Policy on Academic Honesty.
• In teaching and advising, instructors represent the college and the university. As such, they are bound by the university’s sexual harassment policies. Instructors are also bound by policies that prohibit any consensual relationships with students that might compromise the objectivity and integrity of the teacher-student relationship. Examples include romantic, sexual, or financial relationships.
• Instructors must abide by the privacy rules as set forth in the Family Educational Rights and Privacy Act (FERPA). They must ensure that they maintain the privacy and confidentiality of students’ academic performance and progress, including examinations, homework, and grades. Instructors are also required to complete the FERPA training. The link is www.newschool.edu/admin/registrar/ferpaquiz/index.htm.
• In dealing with students, instructors should be courteous, helpful, and fair. They should take into account the range of cultural factors and physical challenges that can affect learning, and should attempt to help students overcome any disadvantages.

Communication with Students

The college and university administration routinely communicates with students through these channels:

• MyNewSchool. MyNewSchool is the university’s customizable web portal that connects students to the university. Students go to MyNewSchool to register for classes and to access their GroupWise email account, and to access ALVIN online services, financial aid information, transcripts, and personal information. Through it, they also have access to the library, important announcements, updates on special events, and much more. Students log in at my.newschool.edu, enter their university NetID and date of birth in the MMDDYY format.

• Student email accounts. The university provides each student with a GroupWise email account. Students are required to activate their account and check their university email daily. Official communications from the college and the university will be made through this account. GroupWise accounts can be set up to forward to a personal email account, but delivery problems with certain providers may be encountered. It is recommended that students use GroupWise.
Change of Address or Telephone Number
All students, especially international students, should keep their addresses and telephone numbers current with the university. Students can view and update their local and official mailing addresses in MyNewSchool, the university’s online gateway. Students can update their permanent home addresses by writing to:

University Registrar’s Office
65 Fifth Avenue, ground floor
New York, NY 10003

Changes in Regulations and Course Offerings
The courses of study, academic requirements and regulations, and other information contained in this catalog are limited to policies in effect at the date of publication. The college reserves the right to change academic requirements and regulations or to change or cancel any course for whatever reason it deems appropriate. New and revised courses, new and revised areas of study or majors, and changes in academic requirements and regulations are reflected in the catalog for the academic year.

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

The New School is committed to creating and maintaining an environment that promises diversity and tolerance in all areas of employment and education and in access to its educational, artistic, or cultural programs and activities. The New School does not discriminate on the basis of age, race, color, sex or sexual orientation, religion, mental or physical disability, national or ethnic origin, citizenship status, or marital or veteran status.

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity (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 addressed to:

Office of the General Counsel
The New School
80 Fifth Avenue, suite 800
New York, NY 10011

Inquiries may also be addressed to these organizations:

Office of Federal Contract Compliance Programs
U.S. Department of Labor
23 Federal Plaza
New York, NY 10278

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, EEOC’s TDD number is 212.741.3080.

Students or employees who believe they have been discriminated against on the basis of a disability may contact the dean of their school, their department director, or the Office of the Vice President for Human Resources, who is the university’s disability official.

OTHER POLICIES

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 fund-raising 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.

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 (IRB). The full policy with guidelines and consent forms can be found at newschool.edu/admin/gsp/gspframeset.html.

Religious Absences/Equivalent Opportunity

In accordance with New York State laws governing institutions of higher education, any student who is unable in good faith to register, attend classes, or take examinations or perform other course requirements on a particular day or days because of scheduled religious observances will not be penalized for such an absence, and The New School will make a reasonable and good faith effort to provide an equivalent opportunity for the student to register or make up missed course requirements. New York State Education Law Section 224-A.
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 their home country. The University in Exile, progenitor of The New School for Social Research, in 1933 was established 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.”

The New School, since its beginnings, 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. Providing such a forum was seen, from the first, 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. In this context and because of its distinctive, educational role as a forum for public debate, the university has deep concern for 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 assuring 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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended in 1995 and 1996, with which The New School complies, was enacted to protect the privacy of students considering their 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 and level; degrees and awards received including Dean’s List; the most recent previous educational agency or 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 University Records Office in writing. This notification must be renewed annually at the start of each fall term.

The Family Educational Rights and Privacy Act affords students certain rights with respect to their records:

- The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access. Students should submit to the University Records Office, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish 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 or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the records, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested, the university will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when s/he is notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records except to the extent that FERPA authorizes disclosure without consent. Generally, the university needs written permission from the parent or eligible student in order to release any information from a student’s educational record. One exception that permits disclosure without consent is 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 units and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the 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 school-related tasks. School officials have a legitimate educational interest if the review of an education record is necessary in order to fulfill their professional responsibility.

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

The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

INSTITUTIONAL INFORMATION

The New School provides institutional information on its website at www.newschool.edu.

- FERPA (Family Education Rights and Privacy Act)
- Financial assistance information. This includes federal, state, local, private, and institutional need-based and non-need-based financial aid programs, Title IV, FFEL, and direct loan deferments.
- Institutional information (fees, refund policy, withdrawing from school, Title IV grant or loan assistance information, academic information, disability services for students).
- Completion/graduation rates and transfer-out rates (graduation rate of degree-seeking students, transfer-out rates of degree-seeking students).
- Campus crime statistics

To request copies of any of these reports, please contact the appropriate office on the website.
Online access to your student account and records. All registered students can access their personal current student information through MyNewSchool, the university’s Web portal. Once students have a password, they can view course schedules, status of tuition and fees (paid, owed, refundable), and grades earned.

Campus Crime Statistical Report. Upon request, the Security and Advisory Committee will provide all campus crime statistics as reported to the U.S. 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 may also be obtained by contacting the director of Security for The New School at 212.229.5101.

AFTER LANG

Preparing for a Career
Most Lang students eventually go on to graduate or professional school. In addition to a library of graduate school resources, Lang offers workshops to help students with the application process. Lang graduates have chosen to study at a wide range of institutions including Harvard, Columbia, Stanford, Georgetown, the Tyler School of Art, Middlebury, Fordham, Rutgers, New York University, Indiana University, the London School of Economics, The New School, Brooklyn Law, the University of Chicago, and the University of Southern California. Students have become journalists, doctors, lawyers, community organizers, writers, social workers, teachers, musicians, artists, marketing directors, stage managers, bankers, publishers, jewelers, antique dealers, mothers, fathers, and more. Many eventually start their own businesses. For more information about job placement and career development at Lang, visit www.newschool.edu/lang/subpage.aspx?id=944.

Alumni Relations
Lang alumni officers keep graduates connected. For more information, email alumni@newschool.edu or visit www.newschool.edu/lang/subpage.aspx?id=270.

ABOUT THE UNIVERSITY

OFFICERS AND BOARD OF TRUSTEES

Visit www.newschool.edu/administration.html.

THE DIVISIONS OF THE NEW SCHOOL

Eugene Lang College is one of eight divisions of The New School. The schools are described briefly below.

The New School for General Studies
66 West 12th Street, New York, NY 10011
212.229.5615, www.newschool.edu/generalstudies

The New School for General Studies is the founding school of the university. It has never neglected its original mission. For Social Research awards master’s and doctoral degrees in anthropology, economics, philosophy, political science, psychology, and sociology and offers interdisciplinary MA programs in historical studies and liberal studies. For those up to the task of aligning the world with the possible, there is no greater training ground than this venerable, ever-current institution.


Parsons The New School for Design

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

Parsons The New School for Design is the premier degree-granting college of art and design in the nation, and its graduates and faculty populate every short list of creative, management, and scholarly leaders in all realms of art and design. Choice professional internships, interdisciplinary collaborations, and international study opportunities augment Parsons’ 23 undergraduate, graduate, and certificate programs encompassing 34 areas of study. Responsive to societal needs and predictive of cultural trends, Parsons makes tangible, usable, and beautiful. The New School’s mission of bringing positive, innovative change to the world.

Milano The New School for Management and Urban Policy

72 Fifth Avenue, New York, NY 10011
212.229.5400, www.newschool.edu/milano

Cities are where fresh ideas and new solutions first appear. Milano The New School for Management and Urban Policy trains working professionals to be leaders in their fields and activists in their communities around the world. Milano focuses on urban policy, nonprofit management, organizational change, and health, and offers master’s and PhD degrees. Milano’s teachers are both world-class theorists and working practitioners, and New York City serves as the school’s training ground and laboratory.

Eugene Lang College The New School for Liberal Arts

65 West 11th Street, New York, NY 10011
212.229.5665, www.newschool.edu/lang

Eugene Lang College The New School for Liberal Arts provides an exceptional undergraduate experience for exceptional undergraduates—self-motivated high school graduates and young transfer students from around the globe for whom the traditional university template is too far removed from the issues of the world at large. The BA program at Lang embodies the verve and the democratic philosophy of The New School. Small, intensive seminar classes guarantee an unusual degree of individual attention and expression, while New York City offers exceptional internship opportunities. Under the mentorship of faculty advisors, Lang students develop their own curricula within and across 12 areas of study: The Arts; Culture and Media; Education Studies; History; Literature; Philosophy; Psychology; Religious Studies; Science, Technology, and Society; Social Inquiry; Urban Studies; and Writing. With Greenwich Village as their campus and recognized scholars, writers, and artists as their instructors, students at Lang enjoy a unique advantage over their peers at other institutions. Degrees awarded: BA in liberal arts, BA in Culture and Media, in Economics, in Philosophy, in Psychology. Lang also offers dual BA/BFA degrees with Parsons and Jazz and dual BA/MA degrees with The New School for General Studies, Milano, and The New School for Social Research.

Mannes College The New School for Music

150 West 85th Street, New York, NY 10024
212.580.0210, www.newschool.edu/mannes

Mannes College The New School for Music is a leading conservatory of classical music located in New York City, the international capital of classical music. Mannes provides professional training for the serious graduate or undergraduate student of music, nurturing preparatory instruction for children from 4 to 18 years of age, and classes for adult students at every level of proficiency, including beginners. At Mannes, a comprehensive curriculum, an artist faculty, and the resources of an innovative university support the way to virtuosity. Students major in every classical instrument, as well as in orchestral or choral conducting, composition, theory, and voice. The Mannes community comprises students from every corner of the world and instructors at the top of their fields: soloists; performers and conductors from some of the world’s most revered orchestras, ensembles, and opera companies; and composers and scholars. Artistry in a supportive community is the hallmark of Mannes College The New School for Music.

The New School for Drama

151 Bank Street, New York, NY 10014
212.229.5150, www.newschool.edu/drama

The New School for Drama takes talent; then it works, shapes, and nurtures it to an exquisite dimension of readiness for a life and career as a performing artist. Artistic voices find their singularity here, as students work toward an MFA in Acting, Directing, or Playwriting under the instruction of a cadre of notable New York theater professionals. Classes are small, demanding, and gloriously rewarding. The three-year program is progressive: Students begin with self-discovery, explore technical crafts in the second year, and finish by writing, directing, and acting in full productions, as well as by developing a business plan for after graduation. With theater in the air and on its streets as surely as on its hundreds of stages, New York City provides an unrivaled curriculum in observation and an incalculable wealth of professional opportunity. Here, the aspirations of actors, directors, and playwrights are taken seriously and taken to new heights.

The New School for Jazz and Contemporary Music

55 West 13th Street, 5th floor, New York, NY 10011
212.229.5896, www.newschool.edu/jazz

Jazz. The only way to learn it is to live it. So that’s the way it is taught at The New School for Jazz and Contemporary Music. Through intensive study with master players in the center of the jazz universe, students are steeped in the music’s traditions while being pushed to break through its boundaries with their own distinctive sound. Here, one can earn a BFA or a combined BFA/BA in conjunction with Eugene Lang College The New School for Liberal Arts. Faculty members are renowned professional musicians who teach as much about working as they do about playing, in small ensemble classes augmented by exceptional performance and internship opportunities. New School Jazz fuses art, life, and education to produce a new breed of jazz, blues, and contemporary musicians who are artistically, professionally, and academically ready to take on the world.

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The New School's unique advantage over their peers at other institutions. Degrees awarded: BA in liberal arts, BA in Culture and Media, in Economics, in Philosophy, in Psychology. Lang also offers dual BA/BFA degrees with Parsons and Jazz and dual BA/MA degrees with The New School for General Studies, Milano, and The New School for Social Research.

The New School for Drama takes talent; then it works, shapes, and nurtures it to an exquisite dimension of readiness for a life and career as a performing artist. Artistic voices find their singularity here, as students work toward an MFA in Acting, Directing, or Playwriting under the instruction of a cadre of notable New York theater professionals. Classes are small, demanding, and gloriously rewarding. The three-year program is progressive: Students begin with self-discovery, explore technical crafts in the second year, and finish by writing, directing, and acting in full productions, as well as by developing a business plan for after graduation. With theater in the air and on its streets as surely as on its hundreds of stages, New York City provides an unrivaled curriculum in observation and an incalculable wealth of professional opportunity. Here, the aspirations of actors, directors, and playwrights are taken seriously and taken to new heights.

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55 West 13th Street, 5th floor, New York, NY 10011
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2007–2008

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