The New School for Social Research

Catalog
2008–2009

Economics
Liberal Studies
Political Science
Historical Studies
Philosophy
Anthropology
Sociology
Psychology
MESSAGE FROM THE DEAN

Welcome to the extraordinary experiment in American higher education and intellectual life that is The New School for Social Research.

Within a university committed to an unusually progressive mission—dedication to the NEW—the graduate division of The New School assembles a community of scholars who aspire to the broadest, deepest, best informed, most critical, most global, most forward thinking scholarship, teaching and activism. Being part of that community stimulates and challenges me at every level.

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

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

In 1934, the University in Exile was incorporated into The New School as the Graduate Faculty of Political and Social Science, with 92 students enrolling the first term. As rescue efforts continued, the Graduate Faculty internationalized American social science, bringing to the United States a cohort of scholars from Europe, whose impact was enormous, and this at a time when Jewish scholars were regularly (sometimes openly) discriminated against in American academia. This tradition continues today, with the Endangered Scholars Program, a concerted effort to identify and bring to The New School scholars who face intimidation and threats of imprisonment because of their critical perspectives and willingness to speak out against oppression.
In dark times, the New School for Social Research has stood as a beacon of cosmopolitanism, internationalism, and serious critical engagement with the issues of the day. The distinguished teachers who have found a home here over the years—and any list that includes names like Hannah Arendt, Alfred Schütz, Charles Tilly, and Solomon Asch is indeed distinguished—have represented a diversity of theoretical and methodological commitments. Today’s New School for Social Research continues the tradition of questioning, critique, political and ethical engagement, and innovation. Each department or program has its own strengths and focuses, but what may be less clear is the degree to which the members of our faculty promote and engage in dialogue that goes beyond the parochial concerns of their individual fields. This happens in individual courses, in co-taught and cross-listed courses, in multidisciplinary conferences and forums for discussion, and in division-wide faculty seminars, which are the norm here but are far from commonplace in American universities.

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

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

As we move into the 21st century, we face multifaceted challenges, unprecedented in their complexity and global scale. Confronting these challenges requires new ways to view complex systems, and new methodologies to study, explore, and change the world for the better. I look forward to your joining and contributing to the conversation at The New School for Social Research.

Michael Schober, Dean
SERIAL EXAMINATIONS
For language examinations, file petition with department secretary. For all other examinations, consult departmental student advisor for dates and file petition with departmental student advisor two months in advance.

DISSERTATION DEFENSES AND ORAL EXAMINATIONS
File petition with departmental student advisor six weeks in advance of examination date. Dissertation to be submitted to Student Academic Affairs at least three weeks prior to defense.

Last day to defend dissertation for May graduation: April 17.

Last day to take MA and PhD oral examinations for May graduation: May 15.

Last day revised dissertation, incorporating committee changes, may be delivered to Student Academic Affairs for May graduation: May 25.

Last day to submit survey of earned doctorate form, UMI permission form, final copy of dissertation, and optional copyright fee for May graduation: July 2.

DEGREE PETITIONS
Last day to file petition with University Records Office for expected May 2009 graduation (without paying late fee): Feb. 15.

SUMMER TERM 2009

REGISTRATION
Registration for continuing students: April 6–May 1
Registration for continuing and new students: May 20–May 30

CLASSES AND HOLIDAYS
Classes begin: June 1
Independence Day (no classes): July 4
Classes end: July 23

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

NEW SCHOOL ACCREDITATIONS AND AFFILIATIONS
The New School is an accredited member institution of the Middle States Association of Colleges and Secondary Schools.

Under a charter granted by the Board of Regents of the State of New York, The New School is empowered to award advanced degrees to students who have successfully completed their studies with The New School for Social Research.

The Clinical Psychology program is accredited by the American Psychological Association.

Higher Education General Information Survey (HEGIS) numbers are:

- Anthropology: 2202
- Economics: 2204
- Historical Studies: 2299
- Liberal Studies: 4901
- Philosophy: 1509
- Political Science: 2207
- Psychology: 2001
- Clinical Psychology: 2203
- Sociology: 2208

A HISTORY OF THE NEW SCHOOL FOR SOCIAL RESEARCH

The New School for Social Research was founded in 1919 by a distinguished group of intellectuals, some of whom were teaching at Columbia University in New York City during the First World War. Fervent pacifists, they took a public stand against the war and were censured by the university's president. The outspoken professors responded by resigning from Columbia and later opening up their own university for adults in New York's Chelsea district as a place where people could exchange ideas freely with scholars and artists representing a wide range of intellectual, aesthetic, and political orientations. The original faculty of The New School—the abbreviated name by which the school was often called—included Charles Beard, Thorstein Veblen, James Harvey Robinson, Wesley Clair Mitchell, John Dewey, and Alvin Johnson.

From the very beginning, The New School maintained close ties to Europe. Its founders, in fact, modeled the school after the Volkshochschulen for adults established in Germany after 1918. Then during the 1920s, Alvin Johnson, the school's first president, became co-editor of the Encyclopedia of the Social Sciences. While working on this massive undertaking, Johnson collaborated regularly with colleagues in Germany and elsewhere in Europe. It was they who made him aware of the danger Hitler presented to democracy and the civilized world, alerting him to the problem before many others in the United States had grasped the seriousness of the situation. With the financial support of enlightened philanthropists like Hiram Halle and the Rockefeller Foundation, Johnson responded immediately and in 1933 created within The New School a University in Exile to provide a haven for scholars and artists whose lives were threatened by National Socialism. Later renamed the Graduate Faculty of Political and Social Science, the University in Exile sponsored more than 180 individuals and their families, providing them with visas and jobs. While some of these refugees remained at the New School for many years, many others moved on to make an impact on other institutions in the United States.

Alvin Johnson created faculty positions for nine distinguished scholars: five economists (Karl Brandt, Gerhard Colm, Arthur Feiler, Eduard Heimann, and Emil Lederer); two psychologists (Max Wertheimer and Erich von Hornbostel, who was also a leading musicologist); one expert in social policy (Frieda Wunderlich); and one sociologist (Hans Speier). A year later, in 1934, the University in Exile received authorization from the Board of Regents of the State of New York to offer master's and doctoral degrees. Other leading figures of Europe's intelligentsia soon joined the Graduate Faculty, enhancing the school even further. Together they introduced students to the breadth and depth of Western traditions in the social sciences and philosophy, and The New School quickly established a reputation as a place that fostered the highest standards of scholarly inquiry while addressing issues of major political, cultural, and economic concern. Several members of the faculty, such as economist Gerhard Colm, political scientist Arnold Brecht, and sociologist Hans Speier, served as policy advisors for the Roosevelt administration during the Second World War. Others helped transform the social sciences and philosophy in this country, presenting theoretical and methodological approaches to their fields that were poorly represented in the United States.

When, for example, Max Wertheimer came to the United States and joined the faculty at The New School, he challenged behaviorism, the dominant paradigm at the time in American psychology, and introduced Gestalt, or cognitive, psychology. Still marginal in the years following World War II, cognitive psychology has become a major subfield in the discipline today. Similarly, the work of Hans Jonas was virtually ignored when the philosopher first came to the Graduate Faculty after the war, but it now frames many of the questions of scholars writing on bioethics and the environment. Perhaps most famous of all, the work of Hannah Arendt, already widely read in the 1950s and 1960s, has attracted a great deal of attention for decades, as political theorists have reevaluated their assumptions about totalitarianism, democracy, and revolution.
There were other scholars associated with the Graduate Faculty whose work remains influential today, including such major proponents of the German philosophical tradition as Alfred Schutz, Leo Strauss, and Aron Gurwitsch. There was also the economist Adolph Lowe, who introduced his critical analysis of classical economic theories and developed an institutional approach to the study of economics.

The New School also promoted French scholarship in the American intellectual community, largely thanks to the creation, in the early 1940s of the École Libre des Hautes Études. Receiving an official charter from de Gaulle's Free French government-in-exile, the école attracted refugee scholars who taught in French, including the philosopher Jacques Maritain, the anthropologist Claude Lévi-Strauss, the linguist Roman Jakobson, and the political thinker Henri Bonnet, the originator of the idea of the European community. After the war, the institution eventually evolved into the École des Hautes Études en Sciences Sociales. To this day, the école continues to maintain close ties to the Graduate Faculty. In recent years distinguished members of this French institution have come to New York to teach at The New School.

In 1997, by which time The New School had become a university composed of eight distinct divisions offering graduate, undergraduate, and continuing education courses in the social sciences, the humanities, and the visual and performing arts, the name was changed to New School University. Now, in 2005, acknowledging the name that has been most widely used in its nearly 90 years of existence, the university has officially changed its name to The New School, while the division that had been known as the Graduate Faculty reclaims the institution's original name, The New School for Social Research.

Today, many decades removed from the world in which The New School for Social Research was founded, we remain true to the ideals that inspired Alvin Johnson to create a university for students and faculty of different ethnicities, religions, and geographic origins—who are willing to take the intellectual and political risks our world requires.

The mission of The New School for Social Research—which derives from American progressive thinkers, the legacy of the University in Exile, and the critical theorists of Europe—is grounded in the core social sciences and broadened with a commitment to philosophical and historical inquiry. In an intellectual setting where disciplinary boundaries are easily crossed, students learn to practice creative democracy—the concepts, techniques, and commitments that will be required if the world’s people, with their multiple and conflicting interests, are to live together peacefully and justly.

The New School for Social Research currently has an enrollment of more than 1,000 students, coming from all regions of the United States and from more than 70 countries. The school offers master's and doctoral programs in the fields of anthropology, economics, philosophy, political science, psychology, and sociology; and interdisciplinary master’s programs in historical studies and liberal studies. This year a new Master of Science in Global Finance was added. The list of recent doctoral degree recipients and their dissertation titles hints at the range and depth of topics studied by New School for Social Research students.

**Faculty**

**Elaine Abelson**  
PhD 1986, New York University. Senior Lecturer in Historical Studies.

**Zed Adams**  
PhD 2008, University of Chicago. Assistant Professor of Philosophy.

**Arjun Appadurai**  
PhD 1976, University of Chicago. Senior Advisor to the President for Global Initiatives; John Dewey Professor in the Social Sciences.

**Andrew Arato**  
PhD 1975, University of Chicago. Dorothy Hart Hirshon Professor of Political and Social Theory.

**Lopamudra Banerjee**  
PhD 2007 University of California, Riverside. Assistant Professor of Economics.

**Aye Banu Bargu**  
PhD 2007, Cornell University. Assistant Professor of Political Science.

**J.M. Bernstein**  
PhD 1975, University of Edinburgh. University Distinguished Professor of Philosophy.

**Richard J. Bernstein**  
PhD 1958, Yale University. Vera List Professor of Philosophy.

**Robin Blackburn**  
BSc 1965, University of London. Distinguished Visiting Professor of Historical Studies.

**Carol Breckenridge**  
PhD 1976, University of Wisconsin. Associate Professor of History.

**Paolo Carpignano**  
PhD 1969, University of Rome. Senior Lecturer in Sociology.

**Emanuele Castano**  
PhD 1999, Catholic University of Louvain. Associate Professor of Psychology.

**Doris Chang**  
PhD 2000, University of California, Los Angeles. Assistant Professor of Psychology.

**Alice Crary**  
PhD 1999, University of Pittsburgh. Associate Professor of Philosophy.

**Simon Critchley**  
PhD 1988, University of Essex. Professor of Philosophy.

**Karen D’Avanzo**  
PhD 1995, Long Island University. Assistant Professor of Clinical Psychology.

**James Dodd**  
PhD 1996, Boston University. Assistant Professor of Philosophy.

**Federico Finchelstein**  
PhD 2006, Cornell University. Assistant Professor of History.

**Duncan Foley**  
PhD 1966, Yale University. Leo Model Professor of Economics.

**Carlos Forment**  
PhD 1991, Harvard University. Associate Professor of Sociology

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

**Nancy Fraser**  
PhD 1980, City University of New York. Henry A. and Louise Loeb Professor of Political and Social Science.
Markus Gabriel
PhD 2008, University of Heidelberg, Germany. Assistant Professor of Philosophy.

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

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

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

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

Victoria Hattam
PhD 1987, Massachusetts Institute of Technology. Professor of Political Science.

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

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

Mala Htun
PhD 1999, Harvard University. Associate Professor of Political Science.

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

Xiaochun Jin
PhD 2003, Adelphi University. Assistant Professor of Psychology.

Courtney Jung
PhD 1998, Yale University. Associate Professor of Political Science.

Andreas Kalyvas
PhD 2000, Columbia University. Assistant Professor of Political Science.

Jaeho Kang
PhD 2003, University of Cambridge. Assistant Professor of Media and Sociology.

Ronald Kassimir
PhD 1996, University of Chicago. Associate Professor of Political Science.

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

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

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

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

William Milberg
PhD 1987, Rutgers University. Associate Professor of Economics.

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

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

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

Deepak Nayyar

Salih Nefci
PhD 1977, University of Minnesota. Professor of Economics, Director of Global Finance Program.

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

Dmitri Nikulin
PhD 1990, Institute for Philosophy of the Academy of Sciences, Moscow. Professor of Philosophy and Director of Undergraduate Studies.

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

Timothy Pachirat
PhD 2008, Yale University. Assistant Professor of Political Science.

David Plotke
PhD 1985, University of California, Berkeley. Professor of Political Science.

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

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

Shireen L. Rizvi
PhD 2004, University of Washington. Assistant Professor of Psychology.

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

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

Sanjay Ruparelia
PhD 2006, University of Cambridge. Assistant Professor of Political Science.

Jeremy Safran
PhD 1982, University of British Columbia. Professor of Psychology and Director of Clinical Training.

Herbert Schlesinger
PhD 1952, University of British Columbia. Professor of Psychology and Director of Clinical Training.

Michael Schober
PhD 1990, Stanford University. Dean and Professor of Psychology.

Willi Semmler
PhD 1976, Free University of Berlin. Professor of Economics.

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

David Shapiro
PhD 1974, The University of Chicago. Assistant Professor of Economics.

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

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

Howard Steele
PhD 1991, University College, London. Associate Professor of Psychology and Assistant Director of Undergraduate Studies.
**Doctoral Dissertations 2008**

**Doctor of Philosophy**

Anna Akbari, Sociology  
*Fashioning Power: Visual Self-Presentation in Social Life*

Daniel Antonius, Clinical Psychology  
*The Association Between Autonomic Arousal and Aggression in Schizophrenia*

Julie Baker, Clinical Psychology  
*Ego Development and Substance Use in Adolescents*

Karl Bausinger, Philosophy  
*An Immutable Disposition: The Constancy of Nietzsche's Thought as Reflected in The Birth of Tragedy*

Julian Boyd, Clinical Psychology  
*Therapist Mindfulness in the Alliance: A Recipe for Relatedness*

Adam Brown, Clinical Psychology  
*Forgotten, Emotion, and Trauma: Socially-Shared Retrieval-Induced Forgetting*

Gary Brucato, Clinical Psychology  
*Reflective Eye and Head Movements as Indicators of Cerebral Lateralization in Left- versus Right-Handers*

Injae Choe, Psychology  
*Laterality and Embodiment Effects in Response to Emotionally Valant Words*

Richard Cimino, Sociology  
*The Most Scientific Religion: The Religious Discourse of Muslim, Hindu, and Sikh Applied Science Professionals*

Samuel Cocks, Philosophy  
*A Husserlian Philosophy of Nature*

Rebecca Cohen, Clinical Psychology  
*Adolescent Body Image: Relationships with Self-objectification, Shame, Depressed Mood, and Anxious Symptoms*

Louis Colombo, Philosophy  
*The Infinite In Hegel's Thought*

Brian Conley, Political Science  
*Party People: Bliss, Brock, and the Rise of the Modern Republican Party*

Stephanie Damoff, Philosophy  
*The Experience of Place: The Phenomenology of the Photograph*

Hilla Dayan, Sociology  
*Regimes of Separation, Israeli/Palestine and the Shadow of Apartheid*

Juan De la Cruz, Economics  
*Considerations on the Economic Impact of the HIV/AIDS Epidemic: Religious Beliefs, Ethnic Diversity and Epidemiological Factors that Explain the Spread of the Disease*

Chrystianne DeAlmeida, Clinical Psychology  
*To Tell or Not to Tell: An Exploration of HIV Stigma and Sociocultural Factors Related to HIV/AIDS Disclosure and Nondisclosure Among Asian and Pacific Islanders*

Irit Dekel, Sociology  
*Public Passages: Political Action in and around the Holocaust Memorial, Berlin*

Rose Diaz, Anthropology  
*Moral Panics and Community Narratives: The Case of the Bronx*

Claudia Diez, Clinical Psychology  
*Guilty or Not Guilty? The Impact of Ideology and Need for Closure on Conviction Proneness*

Renan Erkut-Petermann, Clinical Psychology  
*The Other Mother: The Psychological Purpose and Dynamics of Commercialized Motherhood from the Immigrant Caregiver's Perspective and her Transferences*

Eran Fisher, Sociology  
*The Spirit of Networks: Wired Magazine and the Discourse on Technology in Post-Fordist Society*

Edmund Fong, Political Science  
*Multicultural Exorcisms: Cultural Pluralism and the Remains of Race*
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<td>Embodiment, Collective Memory and Time</td>
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<td>The Role Tolerance Plays in Addressing Terror Management Needs: Investigating the Relationship between Political Ideology and Mortality Salience</td>
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<td>Making Direct Democracy Work: The Politics of Local Referendums in the Czech Republic</td>
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DEPARTMENTS AND COURSES

Course Levels and Registration

Courses offered at The New School for Social Research fall into three general categories:

- Courses numbered 5000–5899 are master’s-level courses and are generally open to undergraduates at the junior or senior level. There is a standard cap of five undergraduates in these courses, although the faculty member teaching the course has the prerogative to raise or lower that number. A limited number of 5000–5899 courses are cross-listed with other schools, and these courses are likely to have more undergraduate students in them than other courses. A roster of cross-listed courses is available in each department’s student advisor’s office during registration.

- Courses numbered 6000–6899 are generally more advanced master’s- and PhD-level courses, and are open to undergraduates only by special permission from the undergraduate advisor and the faculty member teaching the course. Courses numbered 6000–6899 are generally open to master’s- and PhD-level students from other New School divisions (e.g., Media Studies, International Affairs, Milano). In addition, a very small selection of 6000-level courses may be cross-listed with other divisions in consultation with New School for Social Research department chairs; rosters of these courses are available in the student advisors’ offices during registration. There is a standard cap of five undergraduates in these courses, although the faculty member teaching the course has the prerogative to raise or lower that number.

- Courses numbered 7000–7899 are usually the most advanced PhD courses; any courses numbered 7000–7999 are open only to PhD students.

- Special courses and practica are numbered 5900–5999, 6900–6999, or 7900–7999.

Certain courses limit enrollments of students who are not degree-seeking students in the department offering the course. Students who are interested in enrolling in such courses must get the approval of the department’s student advisor. This procedure applies to students from: Eugene Lang College The New School for Liberal Arts; Milano The New School for Management and Urban Policy; The New School for General Studies; as well as The New School for Social Research.

A list of limited-enrollment courses is available in each department’s student advisor’s office during registration. In addition, student advisors in other divisions receive a list of New School for Social Research limited-enrollment courses during registration.

Students from Lang or from The New School for General Studies who have been granted bachelor’s/master’s status at The New School for Social Research can take 5000- and 6000-level courses (subject to approval by instructor, if necessary). Bachelor’s/master’s students must see the appropriate student advisor at The New School for Social Research to get information on the school’s departmental requirements and course offerings before each registration period. However, bachelor’s/master’s students register through their respective home divisions using divisional registration procedures.

DEPARTMENT OF ANTHROPOLOGY

By addressing the most pressing social and political problems of the 21st century, the Department of Anthropology stands at the forefront of The New School’s commitment to a critical social science. Since its inception in 1971, the department has fostered cutting-edge empirical, historical, and critical scholarship. Long committed to the interdisciplinary breadth necessary for innovative ethnographic and theoretical work, the department builds on the close-knit faculty of The New School for Social Research.

Emerging as one of the leading anthropology departments for graduate studies in the United States, we emphasize critical reflection at all levels of inquiry. A small, lively group of active scholars and students, we thrive in a dynamic intellectual environment that fosters inventive, engaged scholarship supported by rigorous theoretical and empirical work, innovative research methodologies, and a sustained and serious commitment to history.

Students are encouraged to explore analytic and social issues through ethnographic fieldwork, archival research, and theoretical reflection. They participate in courses and projects developed by our faculty both individually and in collaboration with a range of programs at The New School, in particular with the graduate program in International Affairs, Parsons The New School for Design, the India-China Institute, and the Committee on Historical Studies. They also often take advantage of our close ties to the Janey Program in Latin American Studies and the Transregional Center for Democratic Studies. In addition, students take courses across the citywide Inter-University Consortium.

All Anthropology students at The New School enter the MA program. After completing 30 credits and successfully passing the MA exam, they may petition for admission into the doctoral program.

212.229.5757

Admissions Liaison: anthliaison@newschool.edu

Chair
Hugh Raffles, Associate Professor of Anthropology

Department Members
Arjun Appadurai, Senior Advisor to the President for Global Initiatives, John Dewey Professor in the Social Sciences
Lawrence Hirschfeld (on leave 2008–2009), Professor of Anthropology and Psychology
Benjamin Lee, Professor of Anthropology and Philosophy
Vijayanthi Rao, Assistant Professor of Anthropology and International Affairs
Janet Roitman, Associate Professor of Anthropology and International Affairs
Ann Laura Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies
Miriam Ticktin, Assistant Professor of Anthropology and International Affairs
Hylton J. White, Assistant Professor

Visiting Faculty
Nathaniel Roberts, Visiting Professor (fall 2008)
Priscilla Song, Visiting Professor (spring 2009)

Affiliated Faculty
Jonathan Bach, Graduate Program in International Affairs
Stephen Collier, Graduate Program in International Affairs
Faisal Devji, Eugene Lang College and Committee on Historical Studies
Rachel Heiman, Department of Social Sciences, The New School for General Studies
CURRICULUM AND DEGREE PROGRAMS

The Anthropology graduate curriculum combines core courses in the theoretical and methodological foundations of social and cultural anthropology with an emphasis on the critical exploration of how ethnographic sensibilities matter in the world today.

The master's program is designed to provide students with a broad understanding of the development of anthropology within the social sciences and introduce them to key concepts and issues that shape contemporary fields of knowledge production. Master's-level students complete a sequence of four required anthropology core courses as well as 18 additional credits, preapproved by their advisor, which may include up to four courses in other departments.

The PhD program prepares students for creative independent research and teaching. At the PhD level, we encourage students to develop their own theoretical and geographic specializations through participation in a required sequence of three doctoral proseminars and tutorial work with individual faculty.

MA in Anthropology

Students must successfully complete 30 credits of course work, of which 18 credits must be listed or cross-listed in Anthropology. These must include the following four required courses:

• Critical Foundations of Anthropology I (GANT 6051)
• Critical Foundations of Anthropology II (GANT 6062)
• Sites of Contention in Contemporary Ethnography (GANT 6053)
• Anthropology as a History of the Present (GANT 6050)

Transfer Credit

A maximum of three credits taken at another university may be granted toward the credit requirements for the master's degree to students entering the program with an equivalent master's degree in a cognate field.

MA Written Examination

After completion of a minimum of 27 credits, students may petition to sit for the MA written examination, which consists of questions based primarily on the required course sequence. The exam is offered twice per year, once in fall semester and once in spring.

PhD in Anthropology

Students matriculated in the Anthropology master's program at The New School for Social Research may petition for entry into the PhD program upon successful completion of the MA written examination and submission to the department of a brief written proposal indicating an area of future research. Entry into the PhD program is contingent on faculty evaluation of the applicant's MA exam and overall performance in the master's program, as well as an assessment of the fit of the proposed project within the department and of the applicant's preparedness for doctoral-level work in anthropology.

Transfer Students

All students wishing to transfer to The New School for Social Research Anthropology Department for doctoral work are required to apply for entry into the master's program. Before petitioning for entry to the doctoral program, they must complete the same requirements as all other New School Anthropology MA students applying to the PhD.

Transfer Credit

After admission into the doctoral program, students with prior master's degrees in a cognate field may petition to transfer up to 30 graduate credits toward their PhD credit requirements.

PhD Program Requirements

Students admitted to the PhD program are required to take the sequence of three doctoral proseminar courses offered by the department: a course in project conceptualization, a course in ethnographic research methods, and a grant-writing workshop. In addition, students are also required to take at least one course in the history and one course in the ethnography of the area in which they will be working. These area courses may be taken either at The New School or through the Inter-University Consortium. In all, students must complete 30 doctoral credits. This total may include eligible transfer credits.

Doctoral students are required to attend the bimonthly department workshop. The content of the workshop is determined by students in consultation with workshop faculty, and has included presentations by anthropology faculty on such topics as publishing, grant-writing, and job talks; as well as presentations by students of research proposals, dissertation chapters, and reports from the field. The workshop is also often the catalyst for student-organized themed conferences. In addition, doctoral students are required to attend the department colloquia series of invited speakers.

Language Requirement

Each PhD student, regardless of specialization, must demonstrate reading knowledge of one language other than English by passing a language examination administered by the department. Some area specializations will require further language study to be determined in consultation with faculty. If further study is recommended, arrangements will be made through The New School’s foreign language program or the Inter-University Consortium.

Qualifying Examination and Thesis

All Anthropology doctoral students are required to pass the Qualifying Examination to advance to candidacy and continue towards the doctoral degree. In general, students are expected to take the exam within two years of entering the doctoral program.

The Qualifying Examination consists of two parts: a written proposal and a three-hour oral examination. The written component has three elements: a detailed prospectus that describes the student's proposed research project and two bibliographic essays on fields selected and developed in consultation with the student's advisor and Qualifying Examination Committee. Following successful completion of this exam, the PhD candidate normally begins an extended period of ethnographic fieldwork. The written thesis and its defense constitute the remaining requirements for the PhD.

For more information on the master's and doctoral programs, see the Department of Anthropology Graduate Handbook.
ANTHROPOLOGY COURSES

Approaching the study of culture and society from a critical perspective, students are encouraged to examine the multifaceted relations between anthropology and its objects. Many courses consider the radical impact of global transformations in the past and in the contemporary world.

GANT 5225  Gandhi and his Interlocutors
Spring 2009. Three credits.
Faisal Devji and Vyjayanthi Rao

In 1926, after the failure of his first movement of civil disobedience, Gandhi paused to rethink the meaning of nonviolence. He brought to light many complicated relations, making them available to political thought in productive new ways. Among his conclusions were the following: that violence was a positive phenomenon, and nonviolence a negative phenomenon with no life of its own. Moreover violence could not survive without nonviolence, which gave the former a legitimacy it did not otherwise possess. For Gandhi, these seemingly contradictory statements proved that violence and nonviolence were not opposed phenomena, but intimately related to one another in complex ways. Whatever else the Mahatma accomplished, Gandhi is only the most famous among many who have thought about the relationship of violence and nonviolence in South Asia. While this thinking is distinctive because it emerges from the distinct history of South Asia, it is by no means peculiar to it. The region’s history has produced not only distinctive forms of violence and nonviolence, but equally distinct ways of thinking about their relationship, whose relevance is not confined to geography. This course explores some of the theories by focusing on the social life of violence and non-violence in contemporary South Asia.

GANT 5325  “The Visible God”: Money and Society
Spring 2009. Three credits.
Gustav Peebles

This course introduces students to various theories of money’s social power through the centuries. We explore theorists who have considered money as a sociological object—from Aristotle to Marx to Freud. The course provides a broad philosophical backdrop from which to view the debates swirling around the organization and power of money today. We cover historical ground in order to consider, for example, how and why the nation-state has gained the ability and right to represent economic value; we also ask why some of this power that has accrued to nation-states may be losing ground, as attested to by the newborn euro and the global rebirth of local exchange rings. Money does many things in society that are separate from its role in daily exchange; studying typical economic practices such as hoarding, banking, and counterfeiting, we investigate money’s impact beyond the economic sphere within which it famously operates.

GANT 6050  Anthropology as a History of the Present
Spring 2009. Three credits.
Ann Stoler

In 1950, don of British anthropology, Evans Pritchard warned that anthropology would have to choose between being history or being nothing. What did he mean by that statement? How prescient was he in charting the direction that anthropology would take in the 21st century? This course explores the changing form and content of historical reflection in the making of anthropology as a discipline, a set of practices, and mode of inquiry. It starts at the notion that anthropological knowledge is always grounded in implicit and explicit assumptions about the ways in which the past can be known, how people differently use their pasts, and what different societies count as relevant and debatable history. We will look at how different understandings of the relationship between history, culture and power and the concepts that join them—habitus, structural violence, cultural debris, imagined community, social memory, genealogy, tradition—have given shape to critical currents in ethnographic method and social theory. This course is required for MA and PhD students in Anthropology.

GANT 6051  Critical Foundations of Anthropology I
Fall 2008. Three credits.
Hyton White

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

GANT 6053  Sites of Contention in Contemporary Ethnography
Fall 2008. Three credits.
Janet Roitman

This course is dedicated to the discussion of thematic, theoretical, methodological, and formal innovation in contemporary ethnography. The course will proceed by placing in dialogue alternative theoretical and ethnographic strategies on similar questions, and by introducing a range of potentially interlocutive “quasi-ethnographic” texts. Some examples of foci that may be explored are ethnographic approaches to the cultural construction of difference; ethnographies of globalization; and contemporary approaches to anthropological intervention in the public sphere. Seminar participants will make close readings of at least one text per week, and students will be asked to write brief reaction papers at regular intervals.
GANT 6062 Critical Foundations of Anthropology II
Spring 2009. Three credits.
Vyjayanthi Rao
This course, required for incoming anthropology master’s students, focuses on contemporary theoretical and philosophical debates on the nature of the social and assesses the impact of these debates on recent ethnographic writing. We focus on core conceptual domains critical to the practice of anthropology: society, language, the market, historicity, and difference. Questions of ontology and temporality are raised in these conceptual domains through reading of the social philosophical work of authors such as Bataille, Derrida, Deleuze, Bakhtin, and Fanon. By situating the work of these post-metaphysical thinkers in relation to the classical canon of social and moral philosophy and its liberal underpinnings, the course will encourage students to speculate about the direction of anthropological practice. A final assignment, in the form of a research exercise, stresses critical reading of contemporary ethnographies new ways of theoretical framing.

GANT 6100 Cities and the Culture of Construction
Spring 2009. Three credits.
Carol Breckenridge
This course explores the relationship between mega-cities, design, and construction in the era of globalization. More specifically, students conceptualize the idea of the “construction site” with its technologies, practices and goals, scope, and scale. Conversely, various practices of urban destruction, demolition and reconstruction are explored. Two key organizing texts for the course are Guy Debord’s The Society of the Spectacle (1967) and Comments on The Society of the Spectacle (1988). These texts highlight the view of construction sites, in part, as spectacles.

This course will unearth the dialectic between construction and destruction in the 21st century’s world-wide urban explosion. China, whose urban world could be characterized as one large construction site, is said to be building one hundred cities with populations larger than 10 million each. Osama Bin Laden, whose resources came from one of the world’s largest construction families, invested his wealth in the construction of cities in the Sudan before shifting his attention to shaping the landscapes of jihad. Mega-cities like Mumbai are driven by speculation in real estate at various scales, from the gentrification of slums to the “malling” of obsolete textile factories. And, of course, the U.S. interest in Iraq might be described as a war of “mass construction” in which major companies like Bechtel and Halliburton swept in to make millions before the fires of “shock and awe” had even been put out.

GANT 6358 Themes in the Anthropology of Religion and Secularism
Fall 2008. Three credits.
Nathaniel Roberts
This seminar examines three interlocking themes: 1) the concept of religion itself as a distinctly human phenomenon within the anthropological tradition, 2) the role of notions of individual and collective autonomy in modern secularism, and 3) religious practices that trouble any moral psychology in which human autonomy is a paramount value.

GANT 6368 Anthropology of Technoscience
Spring 2009. Three credits
Priscilla Song
This seminar explores questions of theory, method, and ethics in the anthropology of science and technology. How is biomedicine changing what it is to be human? How can science be studied ethnographically? How are the politics of difference linked to the production of scientific knowledge? Through close reading of ethnographic texts and fieldwork both online and off, we investigate how scientific practice and technological innovation reorganize various aspects of human life on both global and local scales. Topics include the reproduction of racial categories in genomics, the cultures of cyberspace, the commodification of bodies in medical science, the relationship between global markets and local ecologies, and the ways in which various technoscientific projects reshape natural and political orders in diverse locales.

GANT 6600 Posthuman/Ethnographic
Spring 2009. Three credits.
Hugh Raffles
In recent years a new Copernican revolution decentering the human subject has swept the social sciences and humanities. Scholars in dialog with feminism, postcolonial studies, queer studies, and emergent work on science, technology, and nature, have begun to explore ways in which the world is created and populated through relations between and among humans, nonhumans, and quasi-humans. In this course, we examine innovative and provocative works in various media concerned with animals, technologies, “natural phenomena,” and assorted forms of cross-species/cross-kinds interaction to consider how anthropologists and others are responding to this challenge.

GANT 6605 Medicine, Science and Citizenship
Fall 2008. Three credits.
Miriam Ticktin
Biological technologies and their interventions produce ethical dilemmas that occupy the public imagination and invite governmental legislation. This seminar takes as its starting point contemporary reworkings of the relationship between the body and the state. Much recent work has explored how people advance biological claims to make citizenship claims on the state. Similarly, new medical and scientific technologies and the growth of the pharmaceutical industry have changed the ways in which citizens relate to each other and to states, as well as the way states can discipline or help their citizens flourish. In this class, we explore why and how these technologies are so provocative, what they achieve, and what they disallow. What social and political hierarchies do they produce, and what notions of humanity? Topics include the political economy of health; immigration, refugees, and health; new reproductive technologies; bioethics; medical humanitarism; the new genetics; HIV/AIDS; psychiatry, trauma and citizenship; and violence against women.
This course explores the production of truth as an historically and culturally variable phenomenon. When and why does the eyewitness account come to be a more credible truth? Under what conditions do rumors produce more reliable truths than being present? What is the relationship between torture and truth, between sincerity and deception, between narrative form and truth claims? Truth production takes different forms (confession, testimonial, truth commissions) just as it employs and produces different technologies (truth serum, psychoanalysis, torture, lie-detectors, DNA sampling). Truth production is situated knowledge par excellence. How can we know the past is contingent on what we take to be plausible and reliable truth claims about the past, who counts as a credible witnesses, and what kinds of evidence are marshaled to back historical claims. Drawing on the work of Steven Shapin, Hayden White, Michel Foucault, Natalie Davis, and scholars of historical ethnography, we will look at “hierarchies of credibility” (documents, testimony, memory, rumor, visual vs. verbal evidence) and the conditions under which they change. Readings will be drawn from Truth and Reconciliation Commission reports, torture documents, court cases, and from the fields of philosophy, literature, and history as well as anthropology. This course is not open to first year graduate students.

**GANT 6750 Anthropology of Materiality**

Fall 2008. Three credits.

**Arjun Appadurai and Peter van der Veer**

The subject of materiality in anthropology revisits debates about the social life of things, the tensions between gift and commodity, the traffic between humans and non-humans, and the relationship of human designs to the design of humanity. These debates raise questions about representation, as in modern art, or about agency, as in Protestantism, or take the shape of an opposition between materialism and spirituality fueled by anxieties about consumption and consumerism. While these concerns have a long genealogy worldwide, contemporary globalization forces us to place them in new ethical, political and cultural contexts.

This graduate seminar involves close reading of classical and recent anthropological texts. Students collaborate in reports and class discussions to bridge longstanding debates about the anthropology of objects with more recent topics in the anthropology of science, technology and agency.

**GANT 6760 Explorations in Performativity**

Fall 2008 and Spring 2009. One and one-half credits per semester.

**Benjamin Lee**

Despite the demise of the linguistic turn, performativity remains a key issue in the social sciences and humanities. This course will look at the issue of performativity from philosophical, linguistic, and anthropological perspectives and explore its implications for contemporary social issues. The course runs two semesters. The first semester looks at the works about performativity. These will include John Austin’s *How to Do Things with Words*, Derrida’s *Limited Inc.*, Shoshana Felman’s *The Literary Speech Act*, and selections from the writings of Emile Benveniste, Donald Davidson, and Pierre Bourdieu. The second part of the course will look at applications of performativity to contemporary issues such as gender and performance (Judith Butler), social imaginaries (Charles Taylor), revolutionary foundations (Hannah Arendt), and capital (Marx). One of the key issues we will look at are the relations between performativity, ritual, risk, and embodiment. Students must register for both fall 2008 and spring 2009 terms.

**GANT 7005 Doctoral ProSeminar I: Project Conceptualization**

Fall 2008. Three credits.

**Ann Stoler**

This is a two part doctoral seminar in preparation for dissertation research. Part I is designed to provide some of the analytic tools that should be useful in developing and formulating a dissertation project. Our focus is on identifying a subject of ethnographic inquiry and on formulating a problematic. The seminar will combine readings and writing exercises that develop your ethnographic sensibilities and ethnographic writing. The goal of this first part is to clarify your research problematic and the literature you will need to master. The final paper will be a preliminary research proposal. Part II of the course, in the Winter term, will be devoted to developing the methodological features of your work and your proposal. The goal of this seminar is a well documented, well-motivated, ethically responsible, richly substantive, and feasible research proposal, suitable for doctoral dissertation funding.

**GANT 7006 Doctoral ProSeminar II: Ethnographic Methods**

Spring 2009. Three credits.

**Janet Roitman**

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

**GANT 7007 Doctoral ProSeminar III: Grant Writing**

Spring 2009. Three credits.

**Miriam Ticktin**

This seminar is a practical course in grant writing. It has three goals: 1. To clarify and present a research project. 2. To develop an understanding of grant proposals as process and genre. 3. To increase the chance of students’ projects obtaining funding. Guidelines for the NSF Cultural Anthropology Doctoral Dissertation Research Improvement Grant are followed. Over the semester students work on the following sections of the proposal: Statement of the research problem, including main research questions; Review of the literature and significance of research; Preliminary research; Research plan, including: research design, research site, and data analysis; Research schedule and budget.
DEPARTMENT OF ECONOMICS

The Department of Economics offers a broad and critical approach to the study of economics, covering a wide range of schools of thought, including Keynesian and post-Keynesian economics; the classical political economy of Smith, Ricardo, and Marx; structuralist and institutionalist approaches to economics; and neoclassical economics. The courses of study emphasize the historical roots of economic ideas, their application to contemporary economic policy debates, and conflicting explanations and interpretations of economic phenomena, within the context of a rigorous training in the conceptual, mathematical, and statistical modeling techniques that are the common methodological basis of contemporary economic research. The department’s work centers on the changing shape of the world economy, its financial markets and institutions, problems of regulating and guiding economic development in the advanced industrial world and in emerging markets, complexity in economic systems, labor markets, and the economic aspects of class, gender, and ethnic divisions.

The aim of the Department of Economics is to put what Robert Heilbroner called “the worldly philosophy”—informed, critical, and passionate investigation of the economic foundations of contemporary society—at the heart of the educational and research enterprise. This engagement with the central unresolved dilemmas of modern society motivates the detailed analysis of concrete problems of economic policy and the explanations of economic phenomena that are the substance of the department’s degree programs.

Schwartz Center for Economic Policy Analysis

The Schwartz Center for Economic Policy Analysis, made possible through a generous gift from Irene and Bernard L. Schwartz, is the economic policy research arm of the Department of Economics. Teresa Ghilarducci is director. William Milberg, associate professor of economics, coordinates program planning. Jeff Madrick is the director of policy research and the editor of Challenge magazine. Areas of particular emphasis at the center are macroeconomic policy, employment, income distribution, and globalization. The underlying purpose of these activities is to determine the conditions under which a more stable, equitable, and prosperous economy is possible, both in the United States and globally, and to develop domestic and international policies necessary to bring about these conditions. For further information about SCEPA, see the section entitled “Centers and Special Programs.”

Chair
Anwar Shaikh, Professor of Economics

Department Members
Lopamudra Banerjee, Assistant Professor of Economics
Duncan Foley, Leo Model Professor of Economics
Teresa Ghilarducci, Irene and Bernard Schwartz Chair in Economic Policy Analysis, Director of SCEPA
William Milberg, Associate Professor of Economics (on leave fall 2008—spring 2009)
Deepak Nayyar, Distinguished University Professor of Economics
Salih Neftci, Professor of Economics (on leave fall 2008)
Edward Nell, Malcolm B. Smith Professor of Economics (on leave spring 2009)
Willi Semmler, Professor of Economics
Lance Taylor, Arnhold Professor of International Cooperation and Development

Affiliated Faculty
David Gold, Core Faculty, International Affairs at The New School
Darrick Hamilton, Assistant Professor, Milano The New School for Management and Urban Policy

David Howell, Professor, Milano The New School for Management and Urban Policy

Adjunct Faculty
Lucas Bernard, PhD, 2008 (expected), The New School for Social Research
Harvey Gram, PhD, 1973, University of Wisconsin-Madison
Stefan Mittrnik, PhD, 1987, University of Washington
Gary Mongiov, PhD, 1988, The New School for Social Research

Graduate Study Abroad

The Department of Economics participates in the Democracy and Diversity program in Cape Town, South Africa. The economics department is also involved in student and faculty exchange programs with the University of Bremen (Germany), the University of Frankfurt (Germany), and the University of Siena (Italy).

DEGREE PROGRAMS IN ECONOMICS

MA in Global Political Economy and Finance

The MA in global political economy and finance provides students with a sophisticated understanding of the world economy in historical context, the political economic analysis of the dynamics of contemporary world capitalist society, and state-of-the-art tools of political economic and financial analysis.

The program offers the training required to pursue advanced degrees in economics, finance, business, law, international relations, public policy, and related fields and provides students with the analytical and policy skills required for careers in the fields of finance, government, business, labor organization, and international development. In addition to offering a rigorous course of study in economic and statistical analysis, this program provides a thorough grounding in historical and contemporary political economy and finance, culminating in an internship or mentored research project. A flexible elective option allows for concentrations in classical political economy, international and development economics, financial economics, environmental economics, or the economics of labor markets and race, class, and gender.

The MA in global political economy and finance consists of seven required courses and three electives, as listed below. There is no written exam for the MA in global political economy and finance, which will be awarded upon completion of the required credits.

- Three core courses:
  - GECO 6190 Graduate Microeconomics
  - GECO 6191 Graduate Macroeconomics
  - GECO 6181* Introduction to Econometrics

  With the agreement of the MA faculty advisor, candidates with a strong background in economics may substitute appropriate upper-level courses for these core requirements.
  *GECO 6189, Mathematics for Economics, or the approval of the instructor, is a prerequisite to GECO 6181.

- Two political economy courses:
  - GECO 5104 Historical Foundations of Political Economy I
  - GECO 5108 World Political Economy

Gary Mongiov, PhD, 1988, The New School for Social Research

Graduate Study Abroad

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DEGREE PROGRAMS IN ECONOMICS

MA in Global Political Economy and Finance

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The program offers the training required to pursue advanced degrees in economics, finance, business, law, international relations, public policy, and related fields and provides students with the analytical and policy skills required for careers in the fields of finance, government, business, labor organization, and international development. In addition to offering a rigorous course of study in economic and statistical analysis, this program provides a thorough grounding in historical and contemporary political economy and finance, culminating in an internship or mentored research project. A flexible elective option allows for concentrations in classical political economy, international and development economics, financial economics, environmental economics, or the economics of labor markets and race, class, and gender.

The MA in global political economy and finance consists of seven required courses and three electives, as listed below. There is no written exam for the MA in global political economy and finance, which will be awarded upon completion of the required credits.

- Three core courses:
  - GECO 6190 Graduate Microeconomics
  - GECO 6191 Graduate Macroeconomics
  - GECO 6181* Introduction to Econometrics

  With the agreement of the MA faculty advisor, candidates with a strong background in economics may substitute appropriate upper-level courses for these core requirements.
  *GECO 6189, Mathematics for Economics, or the approval of the instructor, is a prerequisite to GECO 6181.

- Two political economy courses:
  - GECO 5104 Historical Foundations of Political Economy I
  - GECO 5108 World Political Economy
• One finance course:
  GECO 6140  Financial Markets and Valuation
  GECO 6141  Principles of Financial Engineering
  GECO 6269  Financial Economics
*Students may substitute GECO 6269 for GECO 6140
• One internship or mentored research course:
  GECO 6198  Internship (arranged with MA faculty advisor) or
  GECO 6993  Mentored Research
• Three electives:
The remaining three courses required for the MA in global political economy and finance can be chosen from the courses offered by the economics department or from courses in other departments that are approved by the MA faculty advisor.

MA in Economics

The MA in economics provides the analytical skills of a master’s-level program in economics with the flexibility of a wide range of elective choices, allowing each candidate to shape an individual concentration. Concentrations in fields such as economics and finance, classical political economy, interdisciplinary political economy, urban economics, or development economics are possible.

A total of 30 credits is required for the MA in economics. A maximum of three credits may be transferred from other institutions. Students may apply for transfer credits after completing six credits at The New School for Social Research. All courses are for three credits.

The requirements for the MA in economics comprise: a) four core courses; b) five elective courses, up to three of which can be taken in other departments of The New School for Social Research or at Milano The New School for Management and Urban Policy; and c) an internship or mentored research.

There is no written examination for the MA in economics, which will be awarded on completion of the required credits.

• Four core courses:
  GECO 6190  Graduate Microeconomics
  GECO 6191  Graduate Macroeconomics
  GECO 5104  Historical Foundations of Political Economy I
  GECO 6181*  Introduction to Econometrics
*GECO 6189, Mathematics for Economics, or the approval of the instructor is a prerequisite to GECO 6181.

• Any two of the following core courses:
  GECO 6281  Advanced Econometrics I
  GECO 6200  Advanced Microeconomics I
  GECO 6202  Advanced Macroeconomics I
  GECO 6204  Advanced Political Economy I or II
  GECO 6206  Post-Keynesian Economics

With the agreement of their faculty advisor, candidates with a strong background in economics may substitute appropriate upper-level (200-level) courses for these core requirements.

• Eight electives
  Of the elective courses required for the MA in economics, two must be taken from the courses offered or cross-listed by the economics department, and three may be graduate-level courses offered by other departments of The New School for Social Research or at Milano The New School for Management and Urban Policy. The student's faculty advisor must approve the elective program.

Internship or Mentored Research

• One internship or mentored research course:
  GECO 6198  Internship (arranged with MA faculty advisor) or
  GECO 6993  Mentored Research

MS in Economics

The MS in economics is designed for students who are interested in pursuing economics in more depth than the MA allows, particularly to advance their research skills in economic modeling and econometrics, without being committed to completing a PhD degree. The 45-credit program provides students with a solid grounding in the history and contemporary development of political economic tools and, through education in the contemporary quantitative tools of analysis, extends this training to include a significant part of the required PhD analytical core.

Required Course Work

The requirements for the MS in economics will include six core courses, eight elective courses, and the passing of the MS examination.

• The following four core courses:
  GECO 6190  Graduate Microeconomics
  GECO 6191  Graduate Macroeconomics
  GECO 5104  Historical Foundations of Political Economy I
  GECO 6181*  Introduction to Econometrics
*GECO 6189, Mathematics for Economics, or the approval of the instructor is a prerequisite to GECO 6181.

• Any two of the following core courses:
  GECO 6281  Advanced Econometrics I
  GECO 6200  Advanced Microeconomics I
  GECO 6202  Advanced Macroeconomics I
  GECO 6204  Advanced Political Economy I or II
  GECO 6206  Post-Keynesian Economics

With the agreement of their faculty advisor, candidates with a strong background in economics may substitute appropriate upper-level (200-level) courses for these core requirements.

• Eight electives
  Of the elective courses required for the MS in economics, three must be taken from the courses offered or cross-listed by the economics department and five may be graduate-level courses offered by other departments of The New School for Social Research or at Milano The New School for Management and Urban Policy. The student's faculty advisor must approve the elective program.

Examination

The MS in economics requires that a student pass the MS examination, which will be offered twice a year. A qualifying paper may be substituted for the MS examination with departmental approval.
PhD in Economics

The department offers a distinctive PhD program in economics. Required core courses in microeconomics, macroeconomics, and econometrics are supplemented by core courses in post-Keynesian theory and classical political economy theory, and two areas of concentration.

A student who enters the Department of Economics is not automatically accepted for study toward the PhD degree. Separate admission into the PhD program must be obtained.

Admission to the PhD Program

Students in the MA Program in Economics

Students matriculated into the master’s program in the Department of Economics at The New School for Social Research may petition for permission to continue study toward the PhD degree as soon as they have registered for 30 credits in the school.

A departmental subcommittee will review student records and make decisions on acceptance for continued study. Three conditions must be fulfilled for admission to continued study toward the PhD:

- At least 18 credits must have been completed in the courses for which the student has registered.
- The student must have earned a cumulative grade point average of 3.5 or better.
- The student must have completed at least one course in the PhD theory core and one graduate-level econometrics course with a grade of 3.5 or better.

Students with Prior Graduate Work or with an MA from Another Institution

Students who wish to transfer to The New School for Social Research from other institutions must have obtained an overall average of 3.0 or better in their prior graduate work.

Transfer students must apply for transfer credits toward the PhD as soon as possible after completion of a minimum of 12 credits at The New School for Social Research with a grade point average of 3.5 or better. These credits must include the completion of at least one semester of PhD theory core with a grade of 3.5 or better.

Up to 30 points of transfer credit may be granted. Transfer credits may be given for both regular and seminar courses taken at other institutions. No transfer credit will be granted for any course not relevant to the PhD degree in economics or for any course with a grade of less than 3.0.

Once the student’s application for transfer credits is reviewed and a decision is made, the student is then eligible for review for continued study toward the PhD. This review takes place as soon as the sum of transfer credits and credits taken at The New School for Social Research has totaled 30 or more.

Required Course Work

A total of 60 credits is required for the PhD degree, including the 30 required for the MA degree. Up to nine credits may be taken as Directed Dissertation Study (GECO 7991). The following courses must be included within the 60 credits.

- The following four core courses:
  - GECO 6200 Advanced Microeconomics I
  - GECO 6202 Advanced Macroeconomics I
  - GECO 6281 Advanced Econometrics I
- One of the following core courses:
  - GECO 6204 Advanced Political Economy I or II or
  - GECO 6206 Post-Keynesian Economics

A student must obtain a grade of 3.0 or better in each of the four core courses. Students who obtain a grade of less than 3.0 in a core course may retake the examination in that course within one year of the end of the semester in which the core course was taken. No core course examination can be taken more than twice. Students are not required to take a PhD qualifying examination in the core course material, although they are free to select advanced macroeconomics, advanced microeconomics, advanced political economy, or advanced econometrics as elective fields from the areas of concentration.

Areas of Concentration

In addition to core theory courses, each student chooses two areas of concentration. The Department of Economics regularly offers the following areas of concentration:

- Advanced macroeconomics
- Advanced microeconomics
- Advanced political economy
- Economic development
- Finance
- History of economic thought
- International economics
- Labor economics
- Money and banking

The following areas of concentration are offered subject to staff availability:

- Class and gender
- Economic history
- Industrial organization
- Race and class
- Public finance

Students not wishing to select both areas of concentration from the above list may define one concentration for themselves. Students may also define an interdisciplinary area of concentration.

Students may submit a research essay in lieu of one PhD qualifying examination, subject to departmental approval (see below).

Seminar Requirement

Three credits must be fulfilled in the form of seminar requirements. Seminar credits can be earned only after a student has completed Advanced Microeconomics I, Advanced Macroeconomics I, and Advanced Econometrics I. Seminar credits can be earned only from work associated with an upper-level course. Seminar credits cannot be earned through directed dissertation study. All seminar credits require faculty approval. Transfer credit cannot be used to fulfill the seminar requirement.

Grade Point Average

A final grade point average of 3.5 or better is required for the PhD degree.

PhD Qualifying Examination

A student may request permission from the department to take the PhD qualifying examination after:

- completing 45 credits with an overall grade point average in courses taken at The New School for Social Research of 3.5 or better and
- satisfactorily completing the three-semester requirement in economic analysis and the econometrics core requirement.

The PhD qualifying examination will consist of either:

- a three-hour written exam in each of the two areas of concentration chosen or
- a three-hour written exam in one area of concentration and a research paper of high scholarly quality in the second area. Permission to submit a paper in lieu of examination must be obtained from a faculty member who agrees to be the student's supervisor. This permission must then be approved by the department. The paper will be read and graded by two faculty members, one of whom will be the student’s supervisor. Further information on this option is available in the Department of Economics Procedures Guide. See the academic calendar for examination dates.
Mathematics Requirement
Although there are no formal requirements in mathematics, students are expected to acquire sufficient competence to enable them to pass all courses using mathematical techniques, such as the PhD theory core courses.

Language Requirement
The Department of Economics requires literacy in one foreign language relevant to the student’s intended program of study. Literacy must be shown by translating from the chosen language a substantial section of a reading on economics designated by the chair. Requests to take the exam may be submitted to the department secretary. Alternatively, a student may satisfy the language requirement by showing competence in mathematics, as demonstrated by a grade of 3.5 or higher in GECO 6189 or the equivalent.

Dissertation Proposal, Oral Examination, and Dissertation
A student is considered a doctoral candidate only after passing a dissertation proposal defense, which also serves as an oral examination. Students must first submit a dissertation proposal to the supervisor of their dissertation committee. This proposal must be approved by the three members of the dissertation committee prior to the oral examination. Students are also responsible for scheduling a date for their oral exam through the University Records Office. This scheduling must be done six weeks prior to the date of the oral defense. The student must pass this examination in the area of the proposed dissertation research. The language requirement must be met and no more than six credits may be outstanding before the oral examination can be scheduled.

The student must complete and defend the dissertation in a manner acceptable to The New School for Social Research (see “Dissertation Requirements” in the “Degree Requirements” section of this catalog).

Master of Philosophy in Economics
The degree of master of philosophy in economics is conferred upon a registered student who has fulfilled satisfactorily all the requirements of the economics department of the The New School for Social Research for the PhD in economics except the dissertation and the dissertation proposal defense.

Satisfaction of the PhD Dissertation Requirement in Economics
Extra Muros
At any time within ten years from the date of the award of the MPhil degree and subject to approval for continuation toward the PhD degree in economics by the economics department chair, a recipient of the MPhil in economics who has not continued studies in residence at the university may present to the economics department, in lieu of a sponsored dissertation, a substantial body of independent and original published scholarly material toward completion of the requirements for the PhD degree. A recipient of the MPhil degree who has not continued studies in residence at the university is not entitled to regular guidance or supervision by the faculty. An applicant who wishes to submit material prepared extra muros should ascertain through the chair of the economics department the specific requirements of the department. The submitted material is reviewed by the chair in consultation with the department faculty to determine whether or not the candidate is eligible to sit for the final examination. If the decision to examine the candidate is favorable, the chair names for this purpose a committee of at least five members, of whom four are from the department, and names one member as chair.

The final examination is designed to satisfy the examination committee that in its judgment the quality of the candidate’s work meets the standards of the university for the award of the PhD degree in economics. The examination may be taken only once, and it is either passed or failed.

The applicant must register for maintenance of status for the term in which he or she sits for the final examination.

Department of Economics Procedures Guide
More complete details about MA and PhD degree requirements can be found in the Department of Economics Procedures Guide, available from the department student advisor, or downloadable from each economics degree program’s Web page.

ECONOMICS COURSES
Committed to a broad, critical, and historical approach to the study of economics and to the application of modern analytical tools to the study of real economic problems, the Department of Economics offers a community within which students can pursue innovative research and study in the fields of political economy, macroeconomics, monetary economics, financial markets, international and development economics, economic policy, the history of economic thought, and economic theory.

Foundational Courses

GECO 5104 Historical Foundations of Political Economy I
Fall 2008. Three credits.

Anwar Shaikh
This course provides an introduction to the history of classical economic thought. Classical economics provides important building blocks for an understanding of modern capitalism, because it integrates its economic analysis with social class, income distribution, real competition, technological change, and the world economy. This particular course is the first of a two part sequence, and its particular focus is on Smith, Ricardo, and Marx. No prior background is required, and the course is open to advanced undergraduates. Cross-listed as LECO 4501.

GECO 5105 Historical Foundations of Political Economy II
Spring 2009. Three credits.

Gary Mongiovi
This course surveys the history of economic thought since 1870, beginning with marginalism and the origins of the neoclassical school. We then turn to the contributions of Marshall, Wicksell, Schumpeter, Robinson, Sraffa, and Keynes. Finally, we survey developments in political economy, emphasizing the interdisciplinary tradition of Polanyi and contemporary issues in Marxian economics, focusing on issues of state-market relations and the theoretical and historical link between capitalism and democracy.

GECO 5108 World Political Economy
Spring 2009. Three credits.

Sanjay Reddy
This course brings economic theory and political theory to bear on the analysis of contemporary economic problems, including the Asian financial crisis, the stagnation of wages in the United States, the monetary union in Europe, and economic integration of the Americas. Other possible topics include migration and urbanization, trade and investment, nationalism and national class divisions, patterns of the world division of labor, the economics of race and gender, the globalization of capital, the changing role of the modern state, contemporary macro policy, financial instability, technological change, and business organization. Lectures by Professor Anwar Shaikh and guests provide historical background and use case studies to analyze issues in political economy.
**GECO 5117 Economics of Technological Innovation and Design**
Not offered 2008–09. Three credits.

*William Milberg*

Why do some technological innovations alter the course of history while others are quickly forgotten? Why do some new products and designs have staying power while others disappear overnight? This course is aimed at building an understanding of the economic causes and consequences of innovations in technology and design. The course begins with a historical overview of the role of innovation in economic development and the institutional contexts in which innovation has or has not flourished. We then look at the role of the firm as a source of innovation and consider both supply- and demand-based theories of innovation as well as theories of innovation and market structure. This leads to an in-depth study of economic, cultural, and political institutions in which innovations occur—for example, companies, universities, media arrangements, defense efforts, and even countercultural groups. We consider briefly the relation between innovation and production processes, analyzing the move to greater flexibility of production processes and to a more international focus in production and consumption. We then take up the issue of patents and intellectual property protection. The course ends with a series of case studies both of national systems of innovation (e.g., the United States, Germany, Japan, Korea, China) and of specific commodities (e.g., those produced in electronics, fashion, and pharmaceuticals) whose design and technology provide general lessons for understanding what makes innovation successful and how that success is sustained in society. The course is intended for upper-level undergraduates and beginning MA students. Prerequisite: Introduction to Microeconomics (ULEC 2030), Introduction to Macroeconomics (ULEC 2020). Cross-listed as LECO 4504.

**GECO 6030 Seminar on Finance**
Not offered 2008–09. Three credits.

*Salih Neftci*

This seminar is based on Financial Engineering and deals with new topics and current market trends in finance. Well-known guests from the financial services industry will speak. Some math background is required.

**GECO 6140 Financial Markets and Valuation**
Not offered 2008–09. Three credits.

*Salih Neftci*

This course is an introduction to models for financial valuation, including discounting, bond mathematics, stock valuation models, and models for futures, and other derivative instruments. On a theoretical level, it is a course in the problems of time and risk, the two key dimensions placing finance as a specialization within economics. On an applied level, it is an introduction to various new instruments of finance and their models from the fields of economics and finance.

**GECO 6189 Mathematics for Economics**
Fall 2008. Three credits.

*Lucas Bernard*

The course is designed to provide students with the fundamental mathematical and statistical skills required for graduate study in economics. This course is strongly recommended for all incoming MA and PhD students in economics and is a requirement in some of the economics MA concentrations. The course is open to any degree or non-degree student at The New School for Social Research.

**GECO 6165 Financial History**
Not offered 2008–09. Three credits.

*Edward Nell*

Financial history starts with the early development of money and credit in the ancient world. We examine the relations between them, then move on to the emergence of accounting and present value calculation in the medieval cities, especially in connection with banking and calculations of risk. The history of thinking about risk is explored. Instability also develops during the Renaissance; the “Bubbles” in the end of the 17th and early 18th centuries are studied. (The South Sea Bubble saw appearance of the first derivatives.) In the 19th century we trace the movement of a definite business cycle; we consider whether and why we can also find a clear financial cycle. In the first part of the 20th century financial cycles become more intense. After World War II it is repeatedly claimed that cycles have been tamed, that a “new era” has emerged. The various rationales for this are explored. At all points the relationship of financial activity to the real economy are examined.

**GECO 6181 Introduction to Econometrics**
Spring 2009. Three credits.

*Jamee Moudud*

This course provides an introduction to econometrics and its statistical foundations. The main focus is on the classical linear regression model. Basic mathematical skills are necessary for a full understanding of the material. Lab sessions to be arranged. Prerequisite: GECO 6189 or permission of the instructor.

**GECO 6189 Principles of Financial Engineering**
Not offered 2008–09. Three credits.

*Salih Neftci*

This course provides an introduction to the principles of financial engineering: cash flows and synthetic creation of cash flows, valuation and the role of yield curve and construction, devising of arbitrage and hedging strategies, least-cost instruments, and portfolio replication. It also introduces major tools and their analytical roles.
**GECO 6190 Graduate Microeconomics**
Spring 2009. Three credits.

Lopamudra Banerjee

This course covers the fundamental aspects of microeconomic theory that are required to read contemporary economics journals and to create new models to explain the behavior of firms, households, and markets and to evaluate economic policies. Some of the material overlaps with a high-level undergraduate intermediate microeconomics course, but it is treated from a more critical and methodological point of view. Students who have had a strong undergraduate intermediate microeconomics course should consult the instructor to decide between this course and Advanced Microeconomic Theory. The first part of the course focuses on modeling households, firms, and markets under the assumption of full information about the commodities being produced and exchanged. This section of the course reviews supply and demand models and the theory of consumer surplus; the theory of consumer choice, particularly as applied to labor supply, saving, and risk-taking; the theory of the cost-minimizing and profit-maximizing competitive firm; cost functions and industry equilibrium; general equilibrium and market failure due to externalities, monopoly, and government intervention; the theory of the “second best,” oligopoly; monopolistic competition; and basic concepts of game theory. The second part of the course considers the problem of incomplete and asymmetric information in market interactions, including the issues of moral hazard, adverse selection, and signaling. Theoretical concepts are illustrated by examples of applications to important social and policy problems, including environmental degradation, financial evolution, industrial regulation, market liberalization, and labor market discrimination. The critical evaluation of microeconomic theory as an analytical and policy tool is a major focus of class discussion. Prerequisite: GECO 6190 or permission of the instructor. Cross-listed as LECO 4500.

**GECO 6191 Graduate Macroeconomics**

Fall 2008. Three credits.

Willi Semmler

This course covers the theory of economic fluctuations and growth. The first half centers on the theory of economic fluctuations, including the study of inflation and unemployment; dynamic interaction of the product, financial, and labor markets; the Phillips curve and the NAIRU; and monetary and fiscal policies. The second half covers classical, Keynesian, and neoclassical theories of economic growth, technical change, and endogenous growth theory. Those topics are studied and illustrated with respect to major areas of the world economy, such as the United States, the euro-area countries, Asia, and Latin America. Cross-listed as LECO 4506.

**GECO 6194 Political Economy of the Environment**

Not offered 2008–09. Three credits.

Lance Taylor

This course reviews environmental questions currently under debate. Topics include contrasting cultural and ethical approaches to the environment, economic and political factors affecting environmental quality and prospects for sustainable growth, analysis of possible public interventions and their complications, natural resource issues, and global environmental questions, especially interactions between North and South. Cross-listed as LECO 4502.

**GECO 6198 Internship in Global Political Economy**


Duncan Foley

Internships are in public or private sector organizations, including the New York financial industry and labor unions. The internship is arranged by the student with the department internship coordinator.

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**Advanced Methods Courses**

**GECO 6200 Advanced Microeconomics I**

Fall 2008. Three credits.

Duncan Foley

This course covers advanced techniques of microeconomic analysis used in state-of-the-art economic research, treated from a general, critical, and rigorously mathematical standpoint. The focus is on how theories treat the problem of the relationship between microeconomic and macroeconomic behavior. Topics include Ricardian long-period analysis; Marxian circuit-of-capital models; foundations of the theory of choice and index numbers; basic dynamic analysis in economic models; existence, stability, and uniqueness issues in neoclassical general equilibrium models; expected utility theory; foundations of game theory; and bounded rationality and evolutionary approaches to economic modeling. Prospective students should consult the instructor before registering to ensure that they are adequately prepared for the course. Lab sessions will be arranged. Prerequisite: GECO 6190 or permission of the instructor.

**GECO 6201 Advanced Microeconomics II**

Spring 2009. Three credits.

Harvey Gram

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

**GECO 6202 Advanced Macroeconomics I**

Fall 2008. Three credits.

Lance Taylor

This course presents a critical review of both mainstream and structuralist macroeconomic traditions. Topics covered include social accounts and social relations; price formation and the functional income distribution; money, theories of the interest rate, and inflation; effective demand and its real and financial implications; short-term model closures and long-term growth; Chicago monetarism, new classical macroeconomics, and mainstream finance; effective demand and the distributive curve; structuralist analyses of finance and money; models of cycles; open economy macroeconomics; and growth and development theories. Lab sessions will be arranged. Prerequisite: GECO 6191, GECO 6289, or permission of the instructor. GECO 6189 is recommended.
GECO 6203 Advanced Macroeconomics II
Spring 2009. Three credits.
Willi Semmler
This course extends the study of the foundations of macroeconomic theory by providing a critical theoretical and empirical analysis of the problems of economic growth, fluctuations, and employment. We focus on theory and empirical work of different traditions of dynamic macroeconomics. Topics covered include the empirical evidence on the old and new growth theory, business cycle models in the equilibrium and disequilibrium traditions, empirical work on the Phillips curve and unemployment, labor market dynamics and inequality, asset market fluctuations and economic activity, recent theoretical and empirical work on monetary and fiscal policies, and open-economy dynamics. Students are encouraged to develop their own research, and emphasis is placed on empirical work in macroeconomics. Prerequisites: GECO 6189, GECO 6191, GECO 6202 (recommended), or permission of the instructor.

GECO 6204 Advanced Political Economy I
Not offered 2008–09. Three credits.
Duncan Foley
This course presents the fundamental concepts of Marxist economics in the context of the tradition of classical political economy. We begin with a review of the long-period method of reasoning that underlies Smith’s and Ricardo’s analysis and supplement it with a discussion of Marx’s method based on his account in the Grundrisse. The course then covers the basic outline of Capital: commodities and money, value, and abstract labor; surplus value, wage labor, and exploitation; the decomposition of the profit rate; absolute and relative surplus value; the circuit of capital; the equalization of the rate of profit; rent; productive and unproductive labor; banking and interest-bearing capital; and fictitious capital. The course concludes with a discussion of the position of Marx’s economics within the general tradition of heterodox macroeconomics. A representative selection of the post-Marx literature on each topic is discussed. Prerequisite: GECO 6190 or the permission of the instructor.

GECO 6205 Advanced Political Economy II
Spring 2009. Three credits.
Anwar Shaikh
This course concerns the analysis of advanced capitalism. Although it begins with a survey of the state of the global economy, its focus is on the structure and dynamics at the center. The turbulent dynamics of the system, which express themselves as order generated in and through disorder, are shown to give rise to patterns of recurrence. We examine the empirical evidence and the theoretical claims of classical, neoclassical, and post-Keynesian theories concerning the determination of prices, profits, production, interest rates, stock market prices, exchange rates, and international trade. A subsequent course may extend the discussion to the analysis of money, credit, effective demand, growth, unemployment, inflation, technical change, cycles, long waves, and recurrent crises. A prior background is required in first year graduate macroeconomics and microeconomics, and in the history of economic thought. Prerequisites: GECO 5104, GECO 6190, GECO 6191, GECO 6189 (recommended), and GECO 6202 (recommended), or permission of the instructor.

GECO 6206 Post-Keynesian Economics
Fall 2008. Three credits.
Edward Nell
This course covers recent developments in post-Keynesian economic theory and explores major themes and controversies. Topics include the theory of effective demand, the distinction between demand- and supply-constrained equilibria, the theory of endogenous money, and the theory of financial fragility. The course aims to show how post-Keynesian economics constitutes an intellectually coherent body of thought. Prerequisite: GECO 6191 or permission of the instructor.

GECO 6281 Advanced Econometrics I
Fall 2008. Three credits.
Daniele Tavani
This course builds on GECO 6181. The first half of the semester revisits estimation, inference, and diagnostics. Microeconometric techniques such as panel data, qualitative response models, and nonparametric estimation are introduced. The second half is devoted to time series econometrics. Lab sessions to be arranged. Prerequisites: GECO 6181 and GECO 6189, or permission of the instructor.

GECO 6282 Advanced Econometrics II
Spring 2009. Three credits.
Stefan Mittnik
This course builds on the material in Advanced Econometrics I to cover specialized topics in time series analysis, including estimation of dynamical systems, general method of moments, spectral analysis, seasonality, detrending, stationary and nonstationary systems, causality, and ARCH and its extensions. Prerequisite: GECO 6281 or permission of the instructor.

GECO 6289 Advanced Mathematics for Economics
Spring 2009. Three credits.
Lucas Bernard
This course covers the following topics, with economic examples: difference and differential equations with applications, optimal control problem and Hamiltonians, the Ramsey model, stochastic control and the certainty principle, dynamic optimization and Euler equations, optimality principle of dynamic programming and value functions, and using computer software for simulation of economic models. Prerequisite: GECO 6189 or permission of the instructor.

Field Courses
GECO 6210 Topics in Economic Analysis: Inflation
Not offered 2008–09. Three credits.
Anwar Shaikh
This seminar focuses on the problem of inflation. We examine price patterns going back several centuries, as well as past episodes of inflation on a world scale. The course also examines competing theoretical explanations of inflation. Students are expected to conduct empirical research on two different countries, one in the developed world and one in the developing world, and to present their results in class. Grades are based on these presentations.
GECO 6211 Seminar: The Classical Theory of Price  
Spring 2009. Three credits.  
Anwar Shaikh

This course focuses on the structure of the theories of price in Ricardo, Marx, and Sraffa. Close attention is paid to the logic of the arguments, as well as to their mathematical formalization. We also attempt to assess their theoretical and empirical significance for modern advanced economies, through the use of input-output data. Readings include parts of Ricardo’s Principles, Marx’s Capital, Sraffa’s Production of Commodities by Means of Commodities, and various other readings on the subject. Some familiarity with linear algebra is highly recommended.

GECO 6230 Globalization and Development  
Fall 2008. Three credits.  
Deepak Nayyar

We are in the midst of the second great global expansion of modern capitalism, very different from the first. Today’s globalization concerns culture and politics as well as economics; but economics provides the driving force, and the new technologies the means. The world is being transformed, and productivity is expanding. But inequality is increasing at a rapid pace worldwide, and so is instability. We have to ask if this is sustainable. Cross-listed with GPIA.

GECO 6232 Seminar in Labor and Political Economy  
Not offered 2008–09. Three credits.  
This course addresses contemporary issues related to labor and political economy. Topics include labor market segmentation, globalization, technological change, and work, as well as issues of social science methodology related to the study of contemporary labor markets and industrial relations.

GECO 6240 Industrial Organization  
Not offered 2008–09. Three credits.  
Willi Semmler

This course covers current theoretical and empirical debates in industrial organization. Topics include competition theories, the evolutionary approach to firm size and industry dynamics, path dependence of industrial development, innovation and diffusion of technology, industry pricing, profit rate differentials, market share dynamics, firm valuation, and firm and industry stock price volatility. Empirical applications cover industries in the “new economy” and the “old economy.” Students are encouraged to give presentations of their work in class.

GECO 6250 Inequality and Social Policy  
Not offered 2008–09. Three credits.  
David Howell

This course is concerned with worldwide trends in earnings inequality. The course addresses three central questions. The first concerns the evidence: What are the long-run and more recent trends in labor market inequalities in the United States and how do these compare to other developed and developing countries? The second concerns theory and empirical analysis: How does economic theory explain these outcomes, what are the key theoretical controversies (e.g., Friedman, Becker, Rawls, Bowles, Sen), and what does the evidence suggest (e.g., technology- or trade-related skill shifts, migration of less skilled workers, labor market institutions)? And the third addresses policy responses: In light of theory, recent empirical work, and our own values, how much inequality is the right amount and what can/should social policy do about it? Cross-listed with Milano.

GECO 6211 Seminar: The Classical Theory of Price  
Spring 2009. Three credits.  
Anwar Shaikh

This course focuses on the structure of the theories of price in Ricardo, Marx, and Sraffa. Close attention is paid to the logic of the arguments, as well as to their mathematical formalization. We also attempt to assess their theoretical and empirical significance for modern advanced economies, through the use of input-output data. Readings include parts of Ricardo’s Principles, Marx’s Capital, Sraffa’s Production of Commodities by Means of Commodities, and various other readings on the subject. Some familiarity with linear algebra is highly recommended.

GECO 6230 Globalization and Development  
Fall 2008. Three credits.  
Deepak Nayyar

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GECO 6232 Seminar in Labor and Political Economy  
Not offered 2008–09. Three credits.  
This course addresses contemporary issues related to labor and political economy. Topics include labor market segmentation, globalization, technological change, and work, as well as issues of social science methodology related to the study of contemporary labor markets and industrial relations.

GECO 6240 Industrial Organization  
Not offered 2008–09. Three credits.  
Willi Semmler

This course covers current theoretical and empirical debates in industrial organization. Topics include competition theories, the evolutionary approach to firm size and industry dynamics, path dependence of industrial development, innovation and diffusion of technology, industry pricing, profit rate differentials, market share dynamics, firm valuation, and firm and industry stock price volatility. Empirical applications cover industries in the “new economy” and the “old economy.” Students are encouraged to give presentations of their work in class.

GECO 6250 Inequality and Social Policy  
Not offered 2008–09. Three credits.  
David Howell

This course is concerned with worldwide trends in earnings inequality. The course addresses three central questions. The first concerns the evidence: What are the long-run and more recent trends in labor market inequalities in the United States and how do these compare to other developed and developing countries? The second concerns theory and empirical analysis: How does economic theory explain these outcomes, what are the key theoretical controversies (e.g., Friedman, Becker, Rawls, Bowles, Sen), and what does the evidence suggest (e.g., technology- or trade-related skill shifts, migration of less skilled workers, labor market institutions)? And the third addresses policy responses: In light of theory, recent empirical work, and our own values, how much inequality is the right amount and what can/should social policy do about it? Cross-listed with Milano.

GECO 6251 The Economics of Inequality and Unemployment  
Spring 2009. Three credits  
David Howell

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

GECO 6252 International Trade  
Not offered 2008–09. Three credits.  
William Milberg

This course covers the major theories of international trade, including mercantilist, Ricardian, neoclassical, neo-Ricardian, technology gap, unequal exchange, and Marxian models. It focuses on determinants of the direction of trade and potential gains from trade and on the links between international trade, income distribution, employment, and economic growth. Emphasis is placed on empirical tests of the theories. Other topics include intra-industry and intra-firm trade, strategic trade policy, outsourcing, trade-investment linkages, and contemporary commercial policy issues, including labor and environmental standards. Prerequisite: GECO 6190 or permission of the instructor.

GECO 6253 International Finance  
Spring 2009. Three credits.  
Willi Semmler

This course is devoted to studying international monetary economics and finance theoretically and empirically. We begin with a historical overview of the gold standard, the Bretton Woods system, and current international monetary regimes and currency systems. We then examine theoretically and empirically the balance of trade and balance of payment accounts and their adjustments. Exchange rate systems and exchange rate determination and adjustments are also studied, with particular attention to empirical studies on exchange rate dynamics and their impact on macroeconomics. Special emphasis is given to the study of international monetary and financial arrangements, the financial sector, and financial instability and monetary and fiscal policy issues. Topics include issues of exchange rate volatility and its impact on the real and financial sector, foreign debt, capital flows, currency runs, and international portfolio choice; World Bank and IMF policies and issues concerning financial market liberalization; international financial regulations; and international financial architecture.
**GECO 6264 Money and Banking**
Not offered 2008–09. Three credits.

Edward Nell
This course follows the parallel development of the history of monetary theory and monetary institutions. The course begins with the early quantity theory and examines the development of mercantilist monetary systems and early banking, concentrating on the English system. Controlling the issue of notes and the role of “reflux” are examined in light of monetarism and its claims. The spread of banking and the role of central banking are examined, first with regard to the English system, then the U.S. system. The role of the Fed in the 1930s is examined, especially considering Friedman and Schwartz, then the shift to war finance and the development of “modern money,” giving rise to theories of endogenous money. The evolution of Hicks’ thinking, from the IS-LM to endogenous money, is traced and contrasted with the transformation of “old Keynesians” into “new Keynesians.”

**GECO 6266 Financial Modeling and Financial Econometrics**
Spring 2009. Three credits.

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

**GECO 6269 Financial Economics**
Fall 2008. Three credits.

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

**GECO 6270 Labor Economics I**
Spring 2009. Three credits.

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

**GECO 6271 Labor Economics II**
Fall 2008. Three credits.

Teresa Ghilarducci
This course is the second of a two-semester course that provides a more formal analysis of labor markets than the first course. Topics include modern techniques in estimating and modeling labor market outcomes, including earnings, security, and employment. We are especially interested in the link between research and policy. Topics to be covered include: pensions and health security, financial markets and labor markets, inequality, migration, discrimination, unemployment and unemployment insurance.

**GECO 6273 Economics of Race, Class, and Gender**
Not offered 2008–09. Three credits.

The course takes a global, historical, and interdisciplinary perspective on the interactions between race, class, ethnicity, and gender. Using data, methods, and theories from economics, sociology, and anthropology, the course covers such topics as wealth and income inequality, wage gaps, discrimination, and household production and distribution. The course also surveys the contribution of economics to the construction of categories of race, class, and gender by examining readings from women’s studies, history, political science, and historical texts such as political economy treatises, census reports, novels, travel writings, and manners guides. The principal focus is on how these texts reflect and contribute to the formation of individual and group identities and to the possibilities for social action.

**GECO 6290 Economic Development I**
Not offered 2008–09. Three credits.

Instructor to be announced.
This course is the first in a two-semester sequence on development economics. It focuses on the macroeconomics of development, beginning with a historical review of development doctrine. Further topics include economic growth, income distribution, stabilization and adjustment, and external relations.

**GECO 6291 Economic Development II**
Not offered 2008–09. Three credits.

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

**GECO 6334 Research Workshop and Seminar in Macroeconomics: Topics in Post-Keynesian Economics**
Not offered 2008–09. Three credits.

**Lance Taylor**
This course focuses on the nexus between the theory of distribution and the theory of effective demand. A distinctive feature of post-Keynesian economics is its rejection of the marginalist theory of distribution, but there is no consensus on an alternative. We explore various approaches to distribution that have characterized post-Keynesian literature, including the theory of distribution implicit in the General Theory, the Kaleckian tradition, the Kaldor and Pasinetti equations, monetary theory and income distribution, and the Sraffian approach. This course is a seminar on macroeconomics, with an emphasis on student presentations. Students are welcome to suggest other topics for discussion. **Prerequisites:** GECO 6202 or permission of the instructor. **Recommended:** GECO 6206.

**GECO 6335 Research Workshop in Economic Theory and Economic Modeling**
Not offered 2008–09. Three credits.

**Edward Nell**
Evolutionary and institutional economics: Theory and simulation. The first half of the workshop offers an overview of conceptions, theories, and models of evolutionary and institutional economics. Biological analogies in economic theory, complexity, and evolutionary processes of complex systems will be discussed. The conceptions of “self-organization,” “equilibrium,” and “emergence” will be compared. Applications will include “self-policing” institutions, the “evolution of cooperation,” the evolution of technology selection, and the evolutionary theory of the firm. The second half will combine reading papers in the simulation literature with student pilot research projects.

**GECO 6340 Seminar on Transformational Growth, Business Cycles, and Financial Markets**
Not offered 2008–09. Three credits.

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

**GECO 6910 Computer Language Workshop**
This is a student-run computer-language workshop.

**GECO 6990 Independent Study**
Fall 2008, Spring 2009. One, two, or three credits.
Students pursue advanced research on specific topics of their own design with the guidance of a faculty member. **Permission of the instructor is required.**

**GECO 6991 Internship**
Fall 2008, Spring 2009. One-half credit.
The internship provides the opportunity to receive credit for professional training related to the degree. Students are expected to engage in such training for at least five hours per week. Training should take the form of teaching, research, or other work relevant to the student’s program of study. It may take place at institutions of higher learning, with governmental agencies, or at other sites as appropriate. Students meet regularly with an advisor and submit a written report at the end of the internship. **Grading is pass/fail.**

**GECO 6992 Practical Curricular Training**
Fall 2008, Spring 2009. One-half credit.
This course provides the opportunity to receive credit for professional training related to the degree. Students are expected to engage in such training for at least five hours per week. Training should take the form of teaching, research, or other work relevant to the student’s program of study. It may take place at institutions of higher learning, with governmental agencies, or at other sites as appropriate. Students meet regularly with an advisor and submit a written report at the end of the training. **Grading is pass/fail.**

**GECO 6993 Mentored Research**
A mentored research project with a faculty advisor leading to a 25-page research paper.

**GECO 7990 Dissertation Workshop**
**Duncan Foley, Willi Semmler**
This is a workshop designed to discuss development of thesis topics, thesis proposals, and research methods. All students are welcome to attend and students may present their research at any stage in its development. Faculty will also make presentations on research methods.

**GECO 7991 Directed Dissertation Study**
Fall 2008, Spring 2009. One, two, or three credits.
Dissertation research and writing is supervised by a dissertation director. A student may take up to three credits of directed dissertation study per semester and may have a maximum of nine credits total of directed dissertation study. **Grading is pass/fail.**

**Other Recommended Courses**
Students are encouraged to take elective courses outside the Department of Economics. These include courses offered by other New School for Social Research departments as well as those offered at Milano The New School for Management and Urban Policy.
Some Milano courses that may be of particular interest are listed below. See the Milano catalog or website for a complete listing and course descriptions.
This course introduces the framework of urban policy and development in the United States. The focus is on conveying a broad understanding of the structure and context in which local governments, local communities, and the private sector interact to formulate urban policy. The investigation of this dynamic leads to discussions of recent major development projects in New York City. In the end, students learn new ways of analyzing how urban policy is formulated and implemented in modern cities.

This course explores how urban labor markets function and how government programs and nonprofit organizations can work to improve employment and earnings outcomes for low-skill workers. The course focuses on the extent to which employment and earnings outcomes can be explained by worker skills, with considerations of skill mismatch, spatial mismatch, and discrimination and the effectiveness of recent public policies designed to improve labor-market outcomes for disadvantaged workers in urban areas.

The development and redevelopment of urban real estate, especially housing, is examined from a public policy perspective. Through case studies, students learn the development process and master the basics of project-level real estate economics. Emphasis is on the financial structure of real estate ventures, including tax efforts, and how a variety of public policies can influence private development activity.

This course deals with how governments tax and spend. Students become familiar with the theoretical, empirical, and practical tools and methods used to create and analyze government budgets, as well as the flow of public resources.

This course provides an advanced treatment of the theoretical foundations of policy analysis. The course examines alternative tools of analysis, ranging from models of individual choice and market behavior to group and institutional behavior and the development and role of social norms; contemporary political philosophies of public policy and the practice of policy analysis; and the tools and perspectives that drive the actual practice of public decision-making.

Usually held during the university's winter break, Democracy and Diversity is a two-week program of interdisciplinary courses taught jointly by faculty from The New School for Social Research and from South Africa and attended by students from The New School and a number of African and Eastern European universities. Past courses have focused on the politics, culture, and economics of development, including a seminar on Political Democratization and Economic Liberalization. The program is founded and run by the school's Transregional Center for Democratic Studies. The Cape Town program can be taken for credit, and some scholarship funds are available.

This course covers basic statistical methods and how to apply them to policy analysis and management decision-making. Students develop an appreciation for statistics, become statistically literate, learn to use statistical techniques properly, gain confidence using of SPSS software, and acquire the skills necessary to look at statistical analyses critically.

This course explores the significance of race and ethnicity in urban political economies by identifying methodological approaches to the study of race, gender, and ethnicity and analyzing the practice of urban policy analysis, the conception of U.S. public policy, and the design of urban spaces with specific reference to race, gender, and ethnicity.

This course introduces the framework of urban policy and development in the United States. The focus is on conveying a broad understanding of the structure and context in which local governments, local communities, and the private sector interact to formulate urban policy. The investigation of this dynamic leads to discussions of recent major development projects in New York City. In the end, students learn new ways of analyzing how urban policy is formulated and implemented in modern cities.

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

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

Chair
Simon Critchley, Professor of Philosophy

Department Members
Zed Adams, Assistant Professor of Philosophy
J.M. Bernstein, University Distinguished Professor of Philosophy (on leave 2008–2009)
Richard J. Bernstein, Vera List Professor of Philosophy (on leave spring 2009)
Alice Crary, Associate Professor of Philosophy
James Dodd, Assistant Professor of Philosophy
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science (on leave 2008–2009)
Markus Gabriel, Assistant Professor of Philosophy
Benjamin Lee, Professor of Anthropology and Philosophy
Dmitri Nikulin, Professor of Philosophy and Director of Undergraduate Studies
Yirmiyahu Yovel, Hans Jonas Professor of Philosophy (fall 2008)

Affiliated Faculty
Mark Larrimore, Assistant Professor of Religious Studies
James Miller, Professor of Political Science and Liberal Studies

Visiting Faculty
Claudia Baracchi, Visiting Associate Professor (spring 2009)
Agnes Heller, Hannah Arendt Visiting Professor (fall 2008)
Thomas Khurana, Theodor Heuss Visiting Lecturer (spring 2009)
Julia Kristeva, Visiting Professor
Christoph Menke, Theodor Heuss Professor
Juliane Rebentisch, Theodor Heuss Visiting Lecturer (fall 2008)
Dirk Serton, Visiting Lecturer (spring 2009)
Martin Stone, Visiting Professor (spring 2009)

Adjunct Faculty
Alan Bass, PhD, 1975, Johns Hopkins University
Shamik Dasgupta, MPhil, 2003, King’s College London (spring 2009)
Bernard Flynn, PhD, 1967, Duquesne University
Ross Poole, BPhil, 1969, Oxford University

Course Requirements, Credits, and Grades
The master’s candidate must successfully complete 30 credits. Of these, 24 credits must be earned in philosophy, and at least 18 of those 24 credits must be taken from the core program (see below). Up to six credits, which are not otherwise designated as philosophy courses, may be earned from other graduate departments. A minimum of six credits must be earned in philosophy seminars. A grade average of no less than 3.0 is required for continued study.

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

Language Requirement
Each student must demonstrate competence in one of the following four languages: Greek, Latin, French, or German. Competence will be evaluated in one foreign language examination in which the student will be given three hours to translate a philosophical text. The student is permitted to bring a dictionary and a grammar book to the language examination.

Core Program
A total of six courses (18 credits) must satisfy the distribution requirements listed below.

These six courses must be chosen as follows:
• One course in quantificational logic. Students may be exempted from taking the logic requirement provided they pass an examination in logic.
• One course in ancient philosophy.
• Courses in four of the following five areas:
  Medieval and Renaissance philosophy
  Early modern philosophy
  Kant and German idealism
  Twentieth-century Continental philosophy
  Thematic, historically oriented courses in ethics, political philosophy, history of logic or science, and aesthetics.

Students must consult with the philosophy department’s student advisor for approval of distribution requirements.

MA Thesis and Examinations
In addition to meeting the requirements described above (including the foreign language examination), the candidate for the continuing MA must satisfy either of the following options:
• The candidate may write a thesis of 50–75 pages that covers at least two of the eight topic areas designated for the MA examination. There will be an oral defense of the thesis. The candidate must also take an oral examination in two more of the required eight topic areas designated.
• The candidate may choose to take a written examination on two of the eight topic areas designated for the MA examination, and an oral examination on a further two of the eight topic areas.

In order to be admitted to the PhD program, a student must receive a high pass on at least three of the MA examination areas, with no failing score in any area. For a terminal master’s degree, either of the following options is sufficient in lieu of the options stated above:
• writing and defending a master’s thesis or
• receiving at least a score of low pass on each of the four areas covered on the MA written and oral examinations, with no failing score in any area.
For further details, see the Philosophy Student Handbook.
The philosophy department does not require a specific program of courses. However, students who do not satisfy the core course requirements prior to receiving the MA must satisfy these requirements.

Psychoanalysis Track
This track provides philosophy students with an opportunity to focus on the field of psychoanalytic studies. The core of the program will be four courses in psychoanalytic theory, and a thesis in the area. The courses will range from intensive study of Freud to current trends in psychoanalytic theory. In recent years the department has offered the following courses: Freud’s Early Writings; Freud on Culture and Civilization; On Sublimation; Fetishism and Unconscious Processes; Psychoanalysis and Deconstruction; Feminine Sexuality from Freud to Lacan; and Mourning and Metaphysics. Psychoanalysis students are required to successfully complete 30 graduate credits for graduation. Of these, 24 credits must be earned in philosophy and a minimum of six credits must be earned in philosophy seminars. Also, of the total 30 credits, seven courses (i.e., 21 credits) must satisfy the distribution requirements listed below:

• Four courses in psychoanalytic theory
• Courses in three of the following six areas:
  Ancient philosophy
  Medieval and Renaissance philosophy
  Early modern philosophy
  Kant and German idealism
  Twentieth-century Continental philosophy
  Thematic, history-oriented courses in ethics, political philosophy, history of logic or science, and aesthetics.

Students must also fulfill the language requirement and successfully submit and defend an approved MA thesis on psychoanalytic theory. To advance to the PhD program in philosophy, students must receive a high pass at the defense of their thesis and, in addition, receive no less than one high pass and one low pass on the MA oral exam.

PhD in Philosophy

Admission
Students matriculated in the master’s program at The New School for Social Research will be accepted into the PhD program upon successfully passing the MA examination according to the specifications outlined above, and with the agreement of the department. Students who already have an MA in philosophy (or its equivalent) from another institution may be directly admitted to PhD study. Others are directed to begin their studies in the MA program.

Transfer Credit
Transfer credit, not exceeding 30 credits, may be applied toward the PhD degree. Note that transfer credits are granted on a case-by-case basis.

Course Requirements
• The doctoral student must successfully complete graduate courses and seminars equaling at least 60 credits. The 30 credits received for the MA are considered part of the 60-credit total.
• Of the total 60 credits, at least 48 must be in philosophy courses, and up to 12 credits may be in fields other than philosophy.
• Of the 48 philosophy credits, the student must earn at least 15 credits in philosophy seminars.
• At least a 3.0 average must be maintained in the philosophy courses as well as overall.
• The philosophy department does not require a specific program of courses. However, students who do not satisfy the core course requirements prior to receiving the MA must satisfy these requirements.

Language Requirement
The candidate for the PhD must demonstrate a reading knowledge of an additional language to that required for the MA. The second language will be chosen from French, German, Greek, Latin, or (by petition) another language relevant to the student’s dissertation.

PhD Qualifying Examinations
Upon completion of all course requirements, PhD students proceed to PhD candidate status by passing the PhD qualifying examinations, both written and oral. The structure of the PhD exams replicates that of the MA written and oral examinations, covering the remaining four topic areas. Students must receive a score of high pass in at least three out of four areas, with no failing score in any area, on the PhD qualifying examinations before submitting a dissertation proposal for approval. During their final year of course work, PhD students are required to complete the yearlong Prospectus Seminar. For further details, see the Philosophy Student Handbook.

MPhil in Philosophy
The MPhil in Philosophy is a terminal degree offered to students who have completed all requirements for the PhD, except the successful defense of a dissertation. To this end, all coursework needed to receive a PhD and distribution requirements must necessarily be fulfilled, in addition to all erstwhile PhD examinations.

Additional Departmental Activities
Other activities, events, and resources available to philosophy students include the following:
• The Hannah Arendt/Reiner Schürmann Memorial Symposium in Political Philosophy, held on two consecutive days, with the participation of American and foreign scholars.
• The Husserl Archives, the most extensive collection of Husserl’s unpublished writings in active use outside Europe.
• The Graduate Faculty Philosophy Journal, a publication devoted to the communication of ideas among advanced students and eminent philosophers, published twice a year by students in the department.
• The Philosophy Forum, a forum for exchange of ideas among students and for the expression of student opinion to the faculty.
• Women in Philosophy, composed of women within the graduate program of the philosophy department. The group meets roughly once a month to read and discuss papers written by women within the department, and to discuss issues relevant to women in academia. The goal of the presentations is their ultimate inclusion in the Women in Philosophy journal, published at the start of each academic year. The group is committed to the maintenance of a forum within which women’s voices can be heard and rigorous discussion of women’s philosophical work can take place. Although Women in Philosophy has its origins in the study of explicitly feminist philosophy, the contemporary focus has shifted to include a breadth of topics as women philosophers address them. Women in Philosophy is an important alternative to the consistent minority that women occupy within philosophy departments, philosophy classrooms, and other philosophical forums. It is by no means a replacement for such forums, but rather a space reserved for expression of philosophical thought free from the binds inherent in being traditionally and currently underrepresented.
• Guest lectures by distinguished American or European scholars, held on Thursday evenings.

Philosophy Student Handbook
A more complete explanation of MA and PhD requirements as well as other information of particular interest to Philosophy students is contained in the Philosophy Student Handbook.
PHILOSOPHY COURSES

GPHI 6005 Merleau-Ponty
Fall 2008. Three credits.
Bernard Flynn
This course deals with Merleau-Ponty’s *Phenomenology of Perception* and *The Visible and Invisible*. The *Phenomenology of Perception* is read in terms of its inheritance in, and transformation of, the phenomenological tradition. His writing after this work, particularly *The Visible and the Invisible*, is viewed as an elaboration of a new ontology in which the body as “subject” of perception gives way to the notion of the flesh. From the within the tradition of phenomenology, Merleau-Ponty appropriates and transforms Saussurean linguistics, psychoanalytic theory, and the thought of Heidegger.

GPHI 6011 Modern Deductive Logic
Spring 2009. Three credits.
Shamik Dasgupta
The purpose of this course is to provide students with knowledge and understanding of the basic concepts of modern deductive logic, both in syntax and semantics. We start with sentential logic and discuss methods of constructing truth tables, truth trees, and derivations (for both the systems of SD and SD+). We then turn to predicate logic and consider certain differences and similarities between sentential and predicate logic and adjust the methods of truth trees and derivations to predicate logic.

GPHI 6053 Heidegger’s Being and Time
Spring 2009. Three credits.
Simon Critchley
Martin Heidegger is arguably the most important philosopher in the twentieth-century Continental tradition, and *Being and Time* is his magnum opus. In this course students read carefully and critically the first division of the book and as much of the second division as we can cover. We also look at Heidegger’s later texts. The objective of the course is for students to have a firm grasp on the key philosophical issues and concepts raised by the project that Heidegger called “fundamental ontology.” These include: Heidegger’s relation to Husserl and his critical adoption of phenomenological method; his critique of traditional epistemology; his account of the nature of the world and the relation of persons to world; his critique of the Cartesian understanding of world and space; his account of intersubjectivity and his critique of modernity; the key concept of “thrown projection” and an explanation of the various “existentials” (state-of-mind, understanding, and discourse); his concepts of thrownness, falling, and inauthenticity; his account of moods and anxiety as the basic attunement of the human being; the meaning of care as the being of the human being; his critique of the realism-vs.-idealism debate; his concept of truth and his critique of the traditional concept of truth; an analysis of being-toward-death, conscience, authenticity, and historicity.

GPHI 6075 Phenomenology of Light and Built Space
Spring 2009. Three credits.
James Dodd
This course is an introduction to classical phenomenological philosophy and to the fundamentals of phenomenological practice, with particular emphasis on the theory of perception, the problems of time and space, and the theory of meaning. The set of specific problems and questions of interpretation for this introduction will be the manifold role that light plays in the built world. Could the classical phenomenological themes of presence and absence, expression and meaning, phenomenality and being be employed to frame a research program on the architecture and design of light? And, in turn, could a sophisticated understanding of what is implicit in our capacity to design the experiential feel of built space reopen the very question of the being and essence of phenomenality, and with that its fundamental relation to human existence and action?

GPHI 6090 Aristotle’s Ethics
Spring 2009. Three credits.
Claudia Baracchi
In this course we focus on Aristotle’s ethical treatises, but also consider the *Politics* and other texts of the Aristotelian corpus (most notably, the *Metaphysics* and the treatises of the *Organon*). Thanks to this exploration, we illuminate the indissoluble intertwining of practical and theoretical wisdom (phronesis and sophia) as well as, concomitantly, that of praxis and theory in Aristotle’s thinking.

GPHI 6091 American Pragmatism
Fall 2008. Three credits.
Richard J. Bernstein
This lecture focuses on the origins of major themes of classical pragmatism including the nature of inquiry, community, warranted assertability, truth, signs, and democracy. Readings will include texts by Pierce, James, Dewey, and Mead.

GPHI 6092 Wittgenstein and the Representation of Life
Fall 2008. Three credits.
Alice Cray
This course focuses on a reading of the *Philosophical Investigations*, with special emphasis on Wittgenstein’s treatment of the notion of life.

GPHI 6093 Plotinus
Fall 2008. Three credits.
Dmitri Nikulin
Late antiquity was often considered the time of decline and lack of originality, producing only copious commentaries on texts by great thinkers of the classical age. Contemporary studies, however, suggest a very different picture—not that of decline, but of an insightful and original epoch, often unsurpassed in subtlety of philosophical analysis and innovation, in many ways anticipating and similar to our own age. The central figure in late ancient philosophy is Plotinus, who was the first to introduce certain themes (such as the structure of the existent, infinity, transcendence and immanence, discursive and non-discursive thinking, etc.) in such a way that they became dominant in medieval philosophy (Augustine and Aquinas), the Renaissance (Ficino and Pico della Mirandola), and modernity (Schelling and Hegel). The readings for this class include various Enneads that discuss beauty, the constitution of the soul, the structure of the intellect, and the one and the many.
GPHI 6094  Spinoza's Philosophy in Overview
Fall 2008. Three credits.
Yirmiyahu Yovel

The lecture will cover most of Spinoza's intellectual development and offer an analysis of most of his works, with the Ethics at the center. This will include main issues in metaphysics, epistemology, method, the scientific revolution, psychology, the two levels of ethics, the critique and re-shaping of religion, and Spinoza's social and political thought. The concept of a "philosophy of immanence" will serve as the organizing principle of the discussion, and also an object of critical appraisal.

GPHI 6095 Aesthetics of Modernity
Fall 2008. Three credits.
Christoph Menke

The course deals with two phases of modern aesthetics that at first view seem to bear no direct relation: in its first part with debates in the 18th century, prior to Kant, and in its second part with contemporary debates, after Adorno. Thus the first part of the course aims at a historical reconstruction of the original impulse for the development of the new philosophical discipline of aesthetics which can be seen in the concept of "force" (over against "capacity"). We will discuss texts by Leibniz, Baumgarten, Herder, Burke, Mendelssohn, with an outlook on Kant and Nietzsche. In the second part of the course we will discuss texts by Agamben, Danto, Derrida, Luhmann, Deleuze, and Rancière, in order to reflect the contemporary interpretation, and relevance, of the originary ideas of philosophical aesthetics.

GPHI 6096 Time, Being, Interpretation
Spring 2009. Three credits.
Alan Bass

Interpretation is the central therapeutic measure of psychoanalysis, yet there has been very little reflection within psychoanalysis about its philosophical presuppositions. The course will first examine how and why interpretation arose and developed within psychoanalysis, and will look at the clinical limits of interpretation. Then it will proceed to Nietzsche and Heidegger on the metaphysical limits of interpretation, and their consequent rethinking of it. The focus will be on Heidegger, from Being and Time through the Zollikon Seminars (his most sustained encounter with psychoanalysis) and his late work on language. Can the rethinking of interpretation in relation to time and being inform the psychoanalytic practice of interpretation?

GPHI 6097 The Idea of History in the Twentieth Century
Fall 2008. Three credits.
Agnes Heller

In this lecture we will discuss some of the more important contributions to the philosophy of history in the twentieth century. We begin by reading Lukács's essay "Reification and the Consciousness of the Proletariat" from History and Class Consciousness. We will continue by considering Collingwood's The Idea of History, Popper's The Poverty of Historicism, and selections from Sartre's Critique of Dialectical Reason and the work of Michel Foucault.

GPHI 6505  Kant's Political Philosophy
Spring 2009. Three credits.
Martin Stone

Our central focus in this seminar is on Kant's political philosophy and, in particular, on his account of Law as the condition of the realization of external freedom (the freedom of each person in relation to that of another). Kant also offers novel and powerful analyses of the structural features of the rule of law, the nature of legal authority, the separation of powers in a liberal state, the justification of punishment, the morality of international relations, and the prospects for world peace. All of these ideas are treated as expressions of a powerful, underlying view of people as free and equal. Since the ideas of freedom and equality are of enduring political and philosophical interest, Kant's development of them is of first importance and great contemporary interest. Our focus will be mainly on the first part of Kant's late work, The Metaphysics of Morals, which concerns "the doctrine of right". Other readings, drawn from Kant's other works, as well as classic (e.g., Locke, Rousseau) and contemporary authors (e.g., Korsgaard, Hill, Ebbinghaus, Ripstein) will be announced. Time permitting, we will look at glosses on—and criticisms of—Kant's original ideas as they were taken up in the tradition which developed through Fichte, Hegel, Marx and Pashukanis.

GPHI 6094  Spinoza's Philosophy in Overview
Fall 2008. Three credits.
Yirmiyahu Yovel

The lecture will cover most of Spinoza's intellectual development and offer an analysis of most of his works, with the Ethics at the center. This will include main issues in metaphysics, epistemology, method, the scientific revolution, psychology, the two levels of ethics, the critique and re-shaping of religion, and Spinoza's social and political thought. The concept of a "philosophy of immanence" will serve as the organizing principle of the discussion, and also an object of critical appraisal.

GPHI 6095 Aesthetics of Modernity
Fall 2008. Three credits.
Christoph Menke

The course deals with two phases of modern aesthetics that at first view seem to bear no direct relation: in its first part with debates in the 18th century, prior to Kant, and in its second part with contemporary debates, after Adorno. Thus the first part of the course aims at a historical reconstruction of the original impulse for the development of the new philosophical discipline of aesthetics which can be seen in the concept of "force" (over against "capacity"). We will discuss texts by Leibniz, Baumgarten, Herder, Burke, Mendelssohn, with an outlook on Kant and Nietzsche. In the second part of the course we will discuss texts by Agamben, Danto, Derrida, Luhmann, Deleuze, and Rancière, in order to reflect the contemporary interpretation, and relevance, of the originary ideas of philosophical aesthetics.

GPHI 6096 Time, Being, Interpretation
Spring 2009. Three credits.
Alan Bass

Interpretation is the central therapeutic measure of psychoanalysis, yet there has been very little reflection within psychoanalysis about its philosophical presuppositions. The course will first examine how and why interpretation arose and developed within psychoanalysis, and will look at the clinical limits of interpretation. Then it will proceed to Nietzsche and Heidegger on the metaphysical limits of interpretation, and their consequent rethinking of it. The focus will be on Heidegger, from Being and Time through the Zollikon Seminars (his most sustained encounter with psychoanalysis) and his late work on language. Can the rethinking of interpretation in relation to time and being inform the psychoanalytic practice of interpretation?

GPHI 6097 The Idea of History in the Twentieth Century
Fall 2008. Three credits.
Agnes Heller

In this lecture we will discuss some of the more important contributions to the philosophy of history in the twentieth century. We begin by reading Lukács's essay "Reification and the Consciousness of the Proletariat" from History and Class Consciousness. We will continue by considering Collingwood's The Idea of History, Popper's The Poverty of Historicism, and selections from Sartre's Critique of Dialectical Reason and the work of Michel Foucault.

GPHI 6505 Kant's Political Philosophy
Spring 2009. Three credits.
Martin Stone

Our central focus in this seminar is on Kant's political philosophy and, in particular, on his account of Law as the condition of the realization of external freedom (the freedom of each person in relation to that of another). Kant also offers novel and powerful analyses of the structural features of the rule of law, the nature of legal authority, the separation of powers in a liberal state, the justification of punishment, the morality of international relations, and the prospects for world peace. All of these ideas are treated as expressions of a powerful, underlying view of people as free and equal. Since the ideas of freedom and equality are of enduring political and philosophical interest, Kant's development of them is of first importance and great contemporary interest. Our focus will be mainly on the first part of Kant's late work, The Metaphysics of Morals, which concerns "the doctrine of right". Other readings, drawn from Kant's other works, as well as classic (e.g., Locke, Rousseau) and contemporary authors (e.g., Korsgaard, Hill, Ebbinghaus, Ripstein) will be announced. Time permitting, we will look at glosses on—and criticisms of—Kant's original ideas as they were taken up in the tradition which developed through Fichte, Hegel, Marx and Pashukanis.

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The course is designed to take students through the various steps involved in constructing a plan of research in order to write a PhD dissertation. By the completion of the course, all students will be expected to have produced an acceptable dissertation prospectus. This course is required for all PhD students who are completing their course work. The course does not count toward the philosophy department's PhD seminar requirement.

Richard Rorty was one of the most provocative, original, and controversial philosophers of his time. The seminar will follow the twists and turns of his philosophical career—reading selections of his works from the early 1960's to his final years. We also consider criticism of his works by Anglo-American and European thinkers.

This seminar is the second of a two-semester seminar on Husserl’s Logical Investigations. The first semester is recommended, but not required. We will pursue a detailed reading and analysis of Investigations V and VI, as well as consider a number of revisions to Investigations VI that were written in the period after Ideas I (1913). The principal concern of this part of the course will be to understand how central, unresolved problems of the Logical Investigations, such as the nature of intentional consciousness, the idea of a descriptive psychology, the primacy of perception, and the phenomenological conception of evidence remained the driving force behind the development Husserl’s phenomenological philosophy throughout his career.

Part of the problem of philosophical anthropology (“What is a human being?”) is the problem of the specificity of human faculties, i.e. the question of what it means for a rational being to “have” a potentiality. In contemporary philosophy, this question has gained a new and quite controversial actuality. On the one hand, metaphysical approaches in post-analytical philosophy (McDowell, Michael Thompson) maintain a neo-Aristotelian notion of rational faculties that culminates in the idea of virtue. In focusing on the (practical) rationality of the human life form, potentiality appears to this line of reasoning in the form of a unified, unambiguous, and transparent self-consciousness. On the other hand, however, some strands in contemporary ontological theory (Deleuze, Agamben) center on a concept of potentiality that decisively breaks with this Aristotelian framework. By way of highlighting notions of virtuality or impotentiality, they rather focus either on the peculiar human mode of having a potentiality, or on the inner structure of “the virtual” and its specific kind of actualization. The seminar course aims at both understanding and discussing this constellation by situating it in the philosophical tradition: Readings of Aristotle’s Metaphysics, Leibniz’ Monadology,” and Heidegger’s Being and Time shall therefore make up the background for such a discussion.

Philosophy originates in and is practiced as a live conversation concerning various topics. Yet, it always involves producing written texts and often construes itself as an ongoing interpretation and discussion of the extant texts from its own tradition. In this seminar, we will discuss various attempts at realizing and establishing a relation between oral speech and writing in the philosophy and philosophizing in the works of Hesiod, Plato, Milman Parry, A. B. Lord, E. A. Havelock, W. J. Ong, R. Rorty, J. Derrida, and H. White.

By reading In Search of Lost Time (Remembrance of Things Past) in light of the Proustian experience of France’s literary but also political history, and with regard to Freud’s work on sublimation (compare the instructor’s 2005-2006 course: On Sublimation), this seminar raises the question: “Is literature as an experience still possible today?”
GPHI 6617 Nietzsche on Morality  
Christoph Menke  
In the course we will examine in detail Nietzsche's writings on morality and focus on three questions: (1) the critical interpretation of the emergence and the consequences of the modern idea of equality; (2) the systematic connections between Nietzsche's critique of morality and his critique of metaphysics (i.e., of the concept of the subject, of action, of the will, etc.); (3) the methodology of Nietzsche's interpretation, especially his conception of 'genealogy.' In this context, we will also refer to interpretations of Nietzsche's concept of genealogy developed by, among others, Foucault, Geuss, MacIntyre, Scheler, Williams.

GPHI 6618 The Democratic Public and Its Aesthetic  
Juliane Rebentisch  
The seminar takes a closer look at a critical discourse which links the critique of "aestheticization" of politics with a critique of democracy—or with a critique of what is held to be its decay. For the process of "aestheticization" is taken to undermine the orientation of political culture to normativity; it is supposed to turn the democratic public into a mere mass. Against the backdrop of a long tradition reaching back into discussions in antiquity about theatocracy and rhetoric, the seminar will investigate the implications of this discourse for a theory of democracy. How is the crisis, diagnosed by its different variants, described? What notion of the aesthetic is therefore required? Which idea of the political is assumed? And is the opposition between the aesthetic and the political, presumed by this discourse of crisis, even plausible? Are the issues that are being discussed under the rubric of the aesthetic indeed external to the political, or is it on the contrary that what is being rejected as aesthetic has political origins? If the latter is the case, does this imply that what is being criticized as "aestheticization" should be thought of less as an external influence than as a constitutive element of democracy?

GPHI 6619 Adorno  
Spring 2009. Three credits.  
Christoph Menke  
In his last years, Adorno has written two major books in which he has tried to elaborate in a systematic way the central arguments of his philosophy: *Negative Dialectics* (1966) and *Aesthetic Theory* (1970). Although Adorno himself was critical about the very idea of a systematic elaboration of philosophical arguments, these two books are indispensable for understanding his philosophy. We will therefore read selected passages of both books. In addition, we will confront them with some of Adorno's earlier essays, his philosophy. We will therefore read selected passages of both books.

GPHI 6620 The Notion of Life in German Idealism  
Thomas Khurana  
It is a widely shared assumption in the history of science, especially prominent since Michel Foucault's *Les mots et les choses*, that around 1800 a new concept of life emerges serving as the condition of possibility of modern biology. New modern notions of life have taken shape, however, not only in proto-biological discourses. Simultaneously, complex notions of life were formed in the philosophical discourses of the time, especially in the various forms of German Idealism following Kant's *Critique of Judgement*. The seminar pursues (i) the way in which living objects and their possible recognizability are conceptualized in this line of thought, and (ii) the way in which the mind itself appears to have the structure or mode of a living process. As exposed in these discourses, life seems to be the very process and mode of being that a mind can encounter in the outer world that comes closest to its own structure, an "analog of freedom in nature" (Fichte). The seminar investigates how the deployment of this idea, especially in the writings of G.W.F. Hegel, might lead to a non-reductionist concept of life and a living concept of mind.

GPHI 6621 Metamorphoses of Sacralization: Poetry, Politics, and the Problem of Belief  
Fall 2008. Three credits.  
Simon Critchley  
This is a seminar about politics and belief: the argument is advanced that there are no "politics" without the experience of belief. As Oscar Wilde wrote, "Everything to be true must become a religion." The necessity for a moment of sacralization in the constitution of any polity is demonstrated, and a history of such sacralization is laid out, with historical examples of civil religion from the ancient Greeks through to American democracy, state socialism, and the spectre of Jihadism. Using Rousseau as a guide, it is demonstrated how politics and law require something like religion to bind citizens together, referred to as "the catechism of the citizen." Hans Blumenberg's *The Legitimacy of the Modern Age* and Charles Taylor's recent work factor significantly in this model of politics, which significantly challenges the standard left-liberal secularization narrative. The course concludes by criticizing the contemporary theologization of politics, arguing instead for belief at the level of poetry rather than religion, leading to the closing hypothesis of "a politics of the supreme fiction." Note this seminar includes three sessions with Alain Badiou in November.

GPHI 6622 Ethical Realisms and Anti-Realisms  
Spring 2009. Three credits.  
Zed Adams  
This seminar is an in-depth look at a variety of contemporary positions on the reality, or lack thereof, of ethical value. Figures discussed will include Williams, Putnam, McDowell, Blackburn, Kalderon, and Joyce.
**GPHI 6624 Philosophy and Mythology**  
Fall 2008. Three credits.  
Markus Gabriel  
This seminar is devoted to a reconstruction of the often neglected fact that the occidental “logos” arises out of a systematic denial of its mythological origin. From Presocratic metaphysics onwards, philosophy has tried to establish its autonomy by dispelling mythological images and narrative structures from the purely logical space of the “polis.” This movement was radicalized in the due course of modern philosophy. However, romanticism rediscovered the fundamental mythological and, therefore, imaginary heteronomy of the subject. In this seminar, we analyze the function of the concept of a new mythology (in Schlegel, Hölderlin, and Schelling) qua meta-critical movement against the possibility of an entirely lucid self-constitution of the subject. We will then discuss the mythological institution of psychoanalysis on the basis of texts by Freud, Jung, and Wittgenstein. We will also consider texts by Heidegger (in particular on “the thing”) which can be read as mythopoiesis. Eventually we will discuss the relation between mythology and the social imaginary according to Castoriadis. The aim of the seminar is to discuss the prospects of a critical self-limitation of “logos” by a paradoxical insight into its mythological heteronomy.

**GPHI 6990 Independent Study**  
Fall 2008, Spring 2009. One, Two, or Three credits.  
Students pursue advanced research on specific topics of their own design with the guidance of a faculty member. *Permission of the instructor is required.*

**GPHI 6992 Practical Curricular Training**  
Fall 2008, Spring 2009. One-half credit.  
An opportunity to receive credit for professional training related to the degree. Students are expected to engage in such training for at least five hours per week. Training should take the form of teaching, research, or other work relevant to the student’s program of study. It may take place at institutions of higher learning, with governmental agencies, or at other sites as appropriate. Students meet regularly with an advisor and submit a written report at the end of the training. *Grading is pass/fail.*

**Reading Groups**

The following reading groups meet regularly each semester. Interested students should contact the instructor during the first week of the semester.

**French Reading Group**  
Not for credit.  
Anna Strelis  
The purpose of this group is to assist students in improving their reading skills, enriching their vocabulary, and refreshing their knowledge of French grammar in order to prepare for the French language exam required by the philosophy department. Texts are chosen mainly from 17th-century thinkers (Descartes, Arnauld, Malebranche) and from contemporary French philosophers.

**German Reading Group**  
Not for credit.  
Roxie Benchimol  
This group is devoted to the translation and discussion of philosophical texts in German. The course is suitable for students with reasonably good reading skills who wish to improve their proficiency in reading philosophical German, or to prepare for the German language exam in the philosophy department. Texts are usually selected from concurrently offered seminars, and recent readings have been from Kant, Hegel, Husserl, and Heidegger.

**Greek Reading Group**  
Not for credit.  
Erick Jimenez  
This reading group is meant for students who wish to improve their proficiency in reading philosophical ancient Greek or to prepare for the Greek language exam in the philosophy department. Reasonably good reading skills are required for active participation. However, those who are less proficient are invited to see whether it will be of use to them or not. Texts are chosen according to the interests of the participants.

**Latin Reading Group**  
Not for credit.  
Erick Jimenez  
This reading group is meant for students who wish to improve their proficiency in reading philosophical Latin or to prepare for the Latin language exam in the philosophy department. Reasonably good reading skills are required for active participation. However, those who are less proficient are invited to see whether it will be of use to them or not. Texts are chosen according to the interests of the participants.
The Department of Political Science at The New School for Social Research takes a distinctive approach to the study of politics. We emphasize the theoretical dimension of political analysis with regard to both political explanation and normative evaluation. We focus on the historical roots of contemporary political forces and problems. Faculty members are interested in how institutions shape political life, in the intersection between political and cultural processes, and in classical and current versions of political economy.

Students belong to a community of scholars constituted by faculty and students from The New School for Social Research as a whole. The Department of Political Science contributes to this community through classes, research projects, and conferences. For example, the International Center for Migration, Ethnicity, and Citizenship, directed by Aristide Zolberg, engages in research, policy analysis, and graduate education bearing on international migration, refugees, and the incorporation of newcomers into host societies. Visiting professors are an important part of our department’s life. These distinguished scholars join our faculty on a regular basis and help supervise students’ work, including dissertations.

Admission Liaison: polscadmission@newschool.edu

Chair
Victoria Hattam, Professor of Political Science

Department Members
Ayse Banu Bargu, Assistant Professor of Political Science
Alexandra Delano, Postdoctoral Fellow
Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science (on leave 2008-2009)
Mala Hufn, Associate Professor of Political Science
Courtney Jung, Associate Professor of Political Science (on leave 2008–2009)
Andreas Kalyvas, Assistant Professor of Political Science
James Miller, Professor of Political Science and Liberal Studies
Timothy Pachirat, Assistant Professor of Political Science and International Affairs
David Plotke, Professor of Political Science
Sanjay Ruparelia, Assistant Professor of Political Science (on leave spring 2009)
Aristide Zolberg, Walter A. Eberstadt Professor of Political Science and University in Exile Professor Emeritus

Affiliated Faculty
Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory
Michael Cohen, Director, International Affairs Program, The New School
Carlos Forment, Associate Professor of Sociology
Oz Frankel, Associate Professor of History
Ellen Freeberg, Director of Academic Affairs
Agnes Heller, Hannah Arendt Professor of Philosophy and Political Science
Ronald Kassimir, Associate Professor of Political Science and Associate Provost for Curriculum and Research

Visiting Faculty
Riva Kastoryano, Visiting Professor (spring 2009)
Daniel Dayan, Visiting Professor (fall 2008)

Adjunct Faculty
Phil Green, PhD, 1965, Princeton University
Ross Poole, BPhil, 1969, Oxford University

Fields of Study in Political Science

The department’s curriculum represents three main subfields of contemporary political science in the United States—political theory, American politics, and comparative politics—and includes significant elements of a fourth, international relations. Students are trained in these fields, especially at the PhD level, via departmental field seminars and field examinations. Research and teaching in political science at The New School for Social Research are informed by historical, comparative, and theoretical frameworks that bring people together across subfields. Historical knowledge and understanding provide indispensable bases of judgment regarding contemporary issues and problems. We presume that big political questions have important comparative referents. As political life entails concerns about cultural horizons and forms of inequality, students are encouraged to learn and use a wide range of theoretical approaches, including feminist thought, critical theory, and cultural studies.

Most members of the faculty and many of our students pursue projects that cross subfields within political science. Important topics such as immigration and citizenship, gender and politics in democratic regimes, and the nature and prospects of international justice, along with the courses that result from such research projects, cannot be placed adequately within the conventional subfields. Thus, we now organize our courses according to topic areas that describe our main areas of work: democracies in theory and practice; political thought and its history; identities, culture, and politics; international politics; politics in economic and social context; political development in historical perspective; and institutions, policy, and governance. A final group consists of required department courses.

Democracies in Theory and Practice

Studies of democracy aim to understand the basic claims made on behalf of democratic actors and the main problems that such claims must attempt to resolve. Analyses of democracy are now framed in part by the broad expansion of democratic institutions in many parts of the world. We seek to compare democratic practices and institutions in newly emerging democracies with those in countries where democratic political life is more established. Some faculty and students have analyzed recent transitions to democracy, as in Latin America and South Africa. Others have focused on limits to democracy (such as those arising from severe social inequities) in countries where democratic institutions have long been in place. Yet other members of the department focus on basic theoretical problems about democracy in light of dramatic recent changes.

Political Thought and Its History

As political thought is part of history, rigorous historical knowledge is required to analyze the history of political thought critically and imaginatively. Such knowledge is also important for understanding the main themes and arguments of contemporary political theory. Students are encouraged to address questions that have been the subject of significant empirical research and to make use of that research in their inquiries. They are also encouraged to gain familiarity with basic theoretical themes in other social science disciplines and to explore the social and cultural dimensions in the tradition of political thought.

Identities, Culture, and Politics

Courses focused on identities and culture in politics take several forms. We examine the nature of social identities and consider how these identities become politically important. We analyze the claims of different groups for recognition and justice. And we consider how conflicts between groups can be managed in more and less democratic ways. Courses in this area include both empirical and theoretical inquiries, and the latter are both explanatory and normative.
Institutions, Policy, and Governance
Courses in this area aim to understand the origins and dynamics of different kinds of political institutions. The study of institutions concerns their practical effects, in large part via explicit policies. It is linked with the study of how governance occurs and power is exercised. Thus, courses in this area link studies of institutional form, policies, and modes of decision-making to normative debates about fair and democratic procedures. To address these issues means paying special attention to states in their historical and contemporary forms.

International Politics
The courses in this group link the study of comparative politics with international relations and international political economy and include the United States within a comparative and international framework. The study of international relations has undergone major changes in the last two decades. New theoretical debates have emerged and empirical subjects have become more diverse, due to the end of the Cold War and the upsurge in new forms of internationalization. Several members of the department now engage the international dimension of problems that they initially pursued within the boundaries of other subfields. Several of us have examined the political dimension of international movements of people through immigration, labor migration, and the creation of refugee populations. Others have studied relations among states amid expanded levels of political and economic transactions. A key question is how commitments to democracy and social welfare within countries can be reformulated and fulfilled in a new international setting.

Politics in Economic and Social Context
To define political science as a field means that political relations have their own distinctive dynamics, irreducible to other social relations. Yet relations between politics and social and economic life remain durably important for theoretical and practical reasons. Courses in this group draw on and develop several traditions of inquiry that combine different disciplines, especially political economy and political sociology. Courses address contemporary issues that arise where political life intersects with other areas of society. Thus, they consider relations between social or economic inequality and politics; the proper range of democracy in institutions outside the polity per se; the nature and effects of civil society in different countries; and relations among economic growth, social development, and democratization.

Political Development in Historical Perspective
These courses provide analyses of politics that are historically grounded and broadly comparative. Within this area, the study of American political development has a large role. Courses examine such topics as the historical origins of the nation-state as a form of political organization; the transformations of political life that occurred during and after the rise of representative forms of government; and the emergence and reshaping of dominant conceptions of citizenship.

DEGREES IN POLITICAL SCIENCE

Required Courses

MA Seminar
This course is required for all MA students. It aims to introduce students to basic concepts and approaches in analyzing politics. The substantive focus varies according to the choices of instructors. Students who enter the department at the PhD level on the basis of prior graduate work are not required to take this course.

PhD Field Seminars
Students in the PhD program must take two of three field seminars: Field Seminar in Political Theory, Field Seminar in Comparative Politics, and Field Seminar in American Politics. These courses assess the most important work within these subfields. One of their purposes is to prepare students for the field examinations (although it should not be presumed that these courses constitute sufficient preparation). Students not in the PhD program can take these courses only with the instructor's permission.

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

Directed PhD Research
In addition to the PhD seminar, students are required to take at least one course directly connected to their PhD research. They may take a course focused on preparing the dissertation prospectus under a faculty member's supervision. Alternatively, they may take one or two courses of directed dissertation research for credit, under the supervision of the chair of their dissertation committee.

Methods
MA students must take one course in either quantitative or qualitative methods. At the PhD level, all students are required to take a course in quantitative methods, along with one other relevant methods course. This requirement might be met by courses in qualitative methods, advanced quantitative methods, historical methods, or fieldwork. Courses in other departments can meet this requirement.

The department offers programs leading to the MA and PhD degrees. The main requirements are as follows:

- For the MA in political science, students must complete 30 credits, which must include the MA seminar and one course in research methods, and submit a portfolio of two substantial papers.
- For the PhD in political science, students must complete 30 credits beyond the MA, including two courses in research methods (one of which must be in quantitative methods), two field seminars, the PhD seminar, and one course in dissertation preparation. They must also pass examinations in two of three fields (political theory, comparative politics, and American politics) and pass an oral defense on the proposal for the PhD dissertation prior to writing their dissertation.

A full account of degree requirements and procedures is contained in the Political Science Departmental Handbook.
MA in Political Science

Entering students work with an individual faculty advisor. This advisor, together with the departmental student advisor, introduces them to the curriculum as a whole and helps them to formulate the program that best suits their interests and needs.

All students are required to concentrate in one of the three departmental fields indicated above. In addition, students may satisfy the course requirements for an MA degree in historical studies while meeting course requirements for entry into doctoral study.

Requirements

Students are required to complete a total of 30 credits with no less than a 3.0 average. At least 18 credits must be taken within the department. All MA students must take the MA seminar. Students must also demonstrate competence in appropriate research skills by completing one course in quantitative or qualitative methods. Students who have completed an equivalent course elsewhere can petition for a waiver of this requirement.

The remaining 12 credits are electives that may be taken within or outside the department. The department encourages students to avail themselves of the rich course offerings of other departments at The New School for Social Research. This should be done with appropriate guidance from their advisors to maximize the overall coherence of their program of study.

Courses offered in other departments that are cross-listed in Political Science will count toward required credits. Many cross-listed courses have prerequisites. Students should consult the primary listings of these courses in the relevant section of the catalog. The instructor of the course and the chair of the department or committee will determine whether prerequisites have been met and whether students from Political Science can be admitted to the courses in question. To receive credits for other courses offered outside the Department of Political Science at The New School for Social Research, the permission of the department is required.

In addition to their coursework, students must provide evidence of their ability to carry out significant intellectual projects in the study of politics. This ability will be established by the submission of a portfolio of two substantial papers, which may originate as papers for courses. Students should consult with a faculty advisor when planning their submissions. The completed portfolio, as well as the student’s overall record, will be evaluated by a committee of two faculty members, both of whom should be full-time members of the Department of Political Science.

PhD in Political Science

The department’s program is designed to provide maximum flexibility consistent with development of the highest level of competence within the chosen field of scholarly specialization. With limited course distribution requirements, faculty consultation is essential to prepare the student for the PhD qualifying exams and dissertation writing.

Students in the department’s MA program can apply to enter the PhD program after completing 18 credits at The New School for Social Research. Applicants should apply no later than during the first term after they have taken 27 credits in the school. For more information on these procedures, consult the Political Science Departmental Handbook.

Course Requirements

Course requirements include a total of 30 credits in addition to those taken in fulfillment of the MA program, for a total of 60 credits. The 60 credits must include the MA seminar; the PhD seminar; two department field seminars; two courses in research methodology, one of which must focus on quantitative methods; and one course in dissertation research, which will normally be an independent study with a member of the department. Students may take up to two additional courses (for a maximum of six credits) in dissertation study. Transfer students may be accorded credit for all or part of their previous graduate work up to a maximum of 30 credits.

PhD Qualifying Examinations

Students must take written PhD qualifying examinations in their major field (Political Theory, American Politics, or Comparative Politics) and in one other field. An oral examination, consisting of an oral defense of the dissertation proposal, is also required. Complete information about PhD examinations is contained in the Political Science Departmental Handbook.

Language Requirement

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

POLITICAL SCIENCE COURSES

Democracies in Theory and Practice

GPOL 5007 Obama vs. McCain: The 2008 U.S. Election in Comparative Perspective

Fall 2008. Three credits.

David Plotke

This course analyzes the 2008 election in the United States. Beyond its immediate importance, this election also provides a window to view major elements of contemporary politics that extend beyond 2008. We focus on the two main presidential campaigns in the United States, assessing them both as strategic efforts and as political and policy projects. We consider how the shape of government institutions and electoral rules influences the electoral process. We examine parties and other modes of political mobilization and education, including the media. And we ask how voters make their decisions about whether to vote and for whom. We attempt to explain the dynamics and later the outcome of the campaign, and how it resembles and differs from major elections in other countries. This course does not presume a prior graduate course in American politics, but does require a commitment to engaging the diverse materials that constitute a record of the campaign (speeches, media ads, public opinion polls, voting studies, interviews, and more). Bob Kerrey, President of the New School, will participate in several sessions.
**GPOL 5124 The Middle East: Paradoxes of Modernity & Democracy**
Spring 2009. Three credits.

*John VanderLippe*

In the modern era, the Middle East has been shaped by three great forces: Western domination; expansion of modern states and militaries; and popular demands for sovereignty, autonomy, inclusion, and justice. State-sponsored reform movements, ranging from the Ottoman Tanzimat (Reorganization) to Kemalism, Nasserism and Ba’tism, to Islamism, have responded to exogenous and indigenous pressures with attempts to modernize political, economic, and cultural institutions. But herein lies the paradox of modernity and democracy: statist reform movements have produced powerful bureaucracies and large militaries, but have failed to overcome economic stagnation or lead to democratic, egalitarian, just, and free societies, thus calling into question assumptions that modernity and democracy are intrinsically linked.

Beginning with an examination of Western and Muslim writers’ views on state and society, this course explores historical relations between the Middle East and West; development of modern states and militaries in Turkey, Egypt, Iran, and Iraq; and intellectual and popular resistance movements, to explore answers to the question: Is democracy possible in the 21st century Middle East? *Cross-listed as GHS 5124.*

**GPOL 5052 Political Legitimacy**
Spring 2009. Three credits.

*Pierre Rosanvallon*

In democracy, the legitimacy of government officials is founded on election. The nature of democratic power is therefore naturally grounded in its origin, or its conditions of establishment. In spite of this general rule, politicians and elected officials are consistently accused of partisan politicizing and compromising the general interest. Out of this tension has emerged a new interest in other non-electoral democratic institutions and procedures for establishing legitimacy. The course will be dedicated to tracing the history of these non-electoral foundations of the general will from the nineteenth century to its contemporary developments. Two areas will be treated primarily. First, we will explore the establishment of “Institutions of Generality” in democratic regimes—indepndent authorities and constitutional court as elements of an “indirect democracy.” We will then discuss the political qualities of government officials which produce legitimacy in the eyes of citizens.

**GPOL 6386 Civil Society and Democratic Life in the Post-Colonial World: A Toquevillian Perspective**
Spring 2009. Three credits.

*Carlos Forment*

This course introduces graduate students to the current debates about the changing relationship between civil society and democratic life in the postcolonial world of Latin America, India, Africa, and the Middle East. In order to make sense of the different socio-historical trajectories, particular institutional configurations and divergent forms of civic democracy that emerged in this part of the world, we adopt a common framework based on the work of Alexis de Tocqueville. During our discussions, we develop a Tocquevillian account of postcolonial democracy as well as a postcolonial reading of Tocqueville. *Cross-listed as GSOC 5046.*

**GPOL 6455 Politics & Political Theory in the United States: Power, Participation, and Choice**
Spring 2009. Three credits.

*David Plotke*

In the last half-century political scientists, political theorists, and public figures in the U.S. have made a number of contributions to contemporary thought about politics. These contributions have come both from political science and from politics in the U.S. (most but not all of the participants have been U.S. citizens). The authors range widely in their political views and aims. They share a preference for democratic political arrangements, though their views of democracy and its advantages vary greatly. They also share a temperament that might be described as analytical-empirical—linking general claims about the dynamics of political processes with relevant empirical work.

We will consider the following subjects and authors: power (Dahl, Gaventa); political and social choice (Arrow, Riker, Olson); participation and representation (Putkin, Mansbridge); protest and civil disobedience (King, Jr., Malcolm X, Rawls); equality (Hochschild, Okin, Young); and justice (Rawls, Walzer). We will examine the relations between these efforts and politics in the United States in the last half-century, with a focus on this question: Under what conditions do people manage to create theoretically original and practically significant works about politics? *Cross-listed as GHS 6455.*

**Political Thought and its History**

**GPOL 5022 Machiavelli**
Spring 2009. Three credits.

*Ayse Banu Bargu*

This course examines Machiavelli’s political thought and its relevance for politics today. It interrogates Machiavelli’s ideas around key concerns including the means-ends relation, the meaning of the political and its articulation to the theological, the role of conflict and contradiction, the question of the event, and the problem of beginnings. The course also studies how Machiavelli has been read and recurrently indicted, praised, appropriated, or evoked from highly divergent theoretical and political standpoints. It evaluates Machiavelli’s continuing significance for different theoretical problematics, such as civic humanism, democracy, sovereignty, political agency, history, revolutionary transformation, and gender politics. The course focuses on Machiavelli’s major works, such as *The Prince*, the *Discourses on Livy*, *History of Florence*, and *Art of War*, but his personal correspondence and other writings (such as *Life of Castruccio Castracani, Clizia*, and *Mandragola*) are also considered. The course surveys the various reactions to Machiavelli, with particular emphasis on contemporary political thought. Authors include Rousseau, Frederick of Prussia, Hegel, Gramsci, Strauss, Althusser, Foucault, Arendt, Pocock, Pitkin, Lefort, Mansfield, and Abensour.

**GPOL 6127 Modernity and its Discontents (A)**
Fall 2007. Three credits.

*James Miller*

This seminar brings new students together to explore a variety of themes and texts that epitomize some of the critical concerns of our age. Among the issues discussed are freedom and the problem of progress; the end of slavery and the implications of European world domination; new views of human nature; the idea of the avant-garde; and the moral implications of modern war and totalitarianism. Among the authors read are Rousseau, Kant, Goethe, Robespierre, Condorcet, Olaudah Equiano, Hegel, Marx, Dostoevsky, Joseph Conrad, Freud, Darwin, Ernst Junger, Georg Lukacs, Marinetti, Andre Breton, Tadeusz Borowski, Walter Benjamin, Hannah Arendt, and Michel Foucault. *Cross-listed with Liberal Studies.*
Hegel's *Capital* is a classic text of radicalism and liberalism as Marx's early manuscripts and existence in the early 21st century through an extensive reading of such course approaches these and other fundamental questions about human improvement in the quality of our moral ideals? Or is it all merely a matter of opinion? Is the discourse of politics about the inexorable progress of history? the oppression and rebellion, freedom and justice, and the state of ethical life? What can we learn today from the great 19th-century master narratives of Romantic Catholicism and Political Form, *Die Diktatur* (available in Spanish, French, and Italian translations), *Political Theology, Concept of the Political, Legality or Legitimacy*, or *The Crisis of Parliamentary Democracy*.

1. The classical doctrines of either Machiavelli, Bodin, Hobbes, Rousseau, Sieyes, Condorcet, Madison, or Jefferson
2. The contemporary works of Jellinek, Carre de Malberg, Hauriou, Heller, or Kelsen
3. Schmitt's own works: *Roman Catholicism and Political Form, Die Diktatur* (available in Spanish, French, and Italian translations), *Political Theology, Concept of the Political, Legality or Legitimacy*, or *The Crisis of Parliamentary Democracy*
4. Theorists influenced by Schmitt: Arendt, Ackerman, Mouffe, Agamben, Negri, Derrida, or Lindahl

The class schedule is organized according to student presentations, with the first five sessions focusing on the book *Die Diktatur* (that will be made available through four languages and secondary treatments). Crosslisted with Sociology.

**GPOL 6397 19th-Century Political Theory: Marx, Mill, and Hegel**

Phil Green

What can we learn today from the great 19th-century master narratives of oppression and rebellion, freedom and justice, and the state of ethical life? Is the discourse of politics about the inexorable progress of history? the underlying, determining phenomena of our material lives? improvement in the quality of our moral ideals? Or is it all merely a matter of opinion? The course approaches these and other fundamental questions about human existence in the early 21st century through an extensive reading of such classic texts of radicalism and liberalism as Marx's early manuscripts and *Capital*; Mill's *On Liberty, Utilitarianism*, and *The Subjection of Women*; and Hegel's *Philosophy of Right*.

**Identities, Culture, and Politics**

**GHIS 5153 Religion, Politics and Society**

Spring 2009. Three credits.

Neguin Yavari

The course begins with a theoretical study of social and economic changes occasioned by emerging global networks and the advent of modernity, and their influences on the shaping of Islamic political culture by the 19th century. A new religious landscape had already taken shape. Iran had become Shi’i, and religious and ethnic identities were conflated with political and national identities. Against this backdrop, Western encroachment, the genesis of resistance to the colonial order, and the primacy of sovereign states, began to subsume Islamic politics. The end of this period was marked by the domination of consciously constructed governance by the early 1900s, and an increasingly prominent role for merchants and professional classes in the political arena. The paradigm of “decline” has often been used to explain why modern nation states as in Europe did not appear in similar forms in the Islamic world (defined here as nations under Muslim rule). Rather than focusing on decline, this course pays close attention to the way Islamic societies changed in the temporal context of modernity, and how those transformations influenced their responses to Western encroachment, secularism, and nationalism. Authors include Amanat, Daniel, Mitchell, Mottahedeh, Quataert, and Schulze.

**GHIS 5233 LHS 4500 Gender, Politics, History**

Elaine Abelson

This course explores aspects of women’s history and the history of gender in the United States over the past two centuries. The course stresses the themes of difference among women and between women and men as a means of examining the social construction of gender and the logic of feminist analysis and activity. Students learn the major themes in gender history, develop critical and analytical skills, and appreciate current and on-going theoretical (and controversial) debates. Students analyze key conceptual and methodological frameworks as gender, class, sexuality, power, and race. Readings use primary and secondary material. Students complete two papers and participate in student-led discussions.

**Institutions, Policy, and Governance**

**GPOL 6413 Doing Justice to the Past**

Fall 2008. Three credits.

Ross Poole

“The past is not dead. It is not even past.” (Faulkner)

How much of the past survives in the present? Do members of the present generation have a responsibility to address past crimes and injustices? How extensive are our responsibilities to the past? What are the possibilities and the limitations of historical justice? Is there a place for forgetting? for forgiveness?

In the past 60 years, there have been three main ways in which societies have tried to deal with past crimes:

1. Trials for war crimes and human rights violations; for example, the Nuremberg trials, the Eichmann trial, and recent proceedings of the International Court of Criminal Justice.
2. Truth and reconciliation commissions, especially in transitional societies, for example, South Africa, Chile, Peru, etc.
3. Commemoration practices; for example, memorials, museums, commemorative rituals.
In this course, we discuss the advantages and limitations of each of these ways of dealing with crimes of the past. We will look at particular examples, we will also explore some of the theoretical questions involved. These include: the relationship between individual and collective responsibility; the choice between punishment, pardon and amnesty, and between remembering and forgetting; the relationship between memory and history. Authors discussed include by Arendt, Jaspers, Benjamin, Habermas, Derrida.

International Politics

GPOL 6342 A World on the Move: International Migration in the Making of Modernity
Spring 2009. Three credits.
Aristide Zolberg
The course begins with the triggering of of religious and ethnic refugee-flows in the course of state-formation (expulsion or flight of Jews and Muslims from Spain and Portugal; of Protestants from the southern Low Countries and France; of Catholics from Britain). It then considers white settlement in the Americas, Africa, and Oceania, as well as the African slave trade as essential tools of Europe’s imperial expansion. The next segment examines changing state postures toward emigration and immigration in relation to evolving demographics, modes of transportation, production and warfare in the 19th and early 20th centuries. It then goes on to consider the emergence of an international refugee regime in the wake of World War I and II. The final segment reviews contemporary trends, with the emphasis on the world-wide expansion of international migration networks, changing strategies of immigration policy and immigrant integration in contemporary nation-states, both those that consider themselves “nations of immigrants,” such as the US, Canada, Australia, and Argentina, and those that view themselves (often erroneously) as deriving from homogeneous ancestral stock, such as Germany, Britain, France, the Scandinavian countries and even previous “emigration” countries such as Ireland and Italy.

GPOL 6391 Transnationalism: Theory and Experiences
Spring 2009. Three credits.
Riva Kastoryano
This course broadens inquiries begun in Transnationalism I, taught in spring 2008. However, Transnationalism I is not a prerequisite for this course. Transnationalism does not only relate to national spaces but adds a global—transnational—dimension that is beyond national societies. To study this phenomenon specialists in international relations, anthropologists, and sociologists have applied the methods and approaches of their fields.

Transnationalism, whether cause or consequence of globalization, is characterized by world wide networks of identities, solidarity, and action. Its institutionalization requires a coordination of activities based on common references—objective or subjective—and common interest among individuals and groups; it also requires coordination of resources, information, technology and sites of social power across national borders for political, cultural, economic purposes. It therefore creates a new space of participation beyond territorially defined nation-states; it brings to light multiple membership and multiple loyalties leading to confusion between rights and identity, culture and politics, states and nations, citizenship and territoriality. Many questions with regard to membership, allegiance and affiliation arise from this development. How can transnationalism give new strength to the national question and becomes a stake of legitimacy in the international system? Transnationalism I focused on questions of:
- Diasporas and nationalism
- Space and territories in political actions
- Identity politics and its effects on the identification of groups and people beyond borders, on the relationship with states, on international politics.

GPOL 6318 South Asian Politics
Fall 2008. Three credits.
Sanjay Ruparelia
This course examines the politics of modern South Asia, an increasingly significant yet still under-studied region of the world, which addresses many classic theories of comparative politics. Taking a comparative historical approach, with a relative focus on India, we analyze the legacies of imperial rule and anti-colonial movements on nationalist imaginaries and the formation of post-colonial states; the vicissitudes of state-led and market-oriented strategies of development; and struggles to establish, consolidate, and expand democratic regimes, institutions and practices. The course assesses how these processes both transformed, and were shaped by, conflicts along lines of caste, class, gender, language and religion, as well as patterns of convergence and difference across the region.

MCIC 6093 Globalization, Immigration, and Transnationalization
Spring 2009. Three credits.
Tatiana Wah
This course offers students an opportunity to explore and understand the global nature of contemporary social, economic, cultural, and political change. The course is divided into three parts that closely examine globalization, immigration, and transnationalization. The first part introduces students to globalization theories and trends as well as its processes and institutional structures. The second part focuses on international migration, covering the growth of immigrant communities in the developed world, particularly in the United States and Europe. The third part examines theories of transnationalization, looking at changing concepts of identity, citizenship, national sovereignty, and community. It considers the emerging role and activities of transnational migrants and immigrant NGOs. The course pays attention to the relationship between globalization and inequality, the fate of cultural diversity (ethnic multiculturalism and pluralism) in a globalized world, and issues affecting developing countries and immigrant communities.

GPOL 5457 Borders, Migrants, and States
Spring 2009. Three credits.
Alexandra Delano
How do states define their interests and responsibilities regarding the management of migration, border controls, or relationships with their diaspora? How do migration policies impact population flows and migrants’ political, economic, and civic engagements in the host state and homeland? Based on an interdisciplinary perspective, this course examines the domestic, transnational, and international factors that influence states’ migration and border policies and their effects. The course focuses on the U.S.-Mexico case as the basis for discussions on state-diaspora relations, border control policies, the impact of migration policies on immigrants and their transnational activities, and the challenges of immigrant integration and migration as a foreign policy issue.
Political Development in Historical Perspective

GPOL 5010 Theories of Tyranny
Fall 2008. Three credits.
Andreas Kalyvas

The very meaning of the term tyranny remains central to political theory and crucial to democratic discourse. However, it has been construed differently at various historical moments by distinct traditions and ideologies. This course closely examines the concept of tyranny by focusing on its origins and development in Ancient Greek and Roman political thought. It traces its etymological appearance and historical diffusion in archaic times to its theoretical elaboration as a unique form of government in the classical age. As tyranny gradually became an object of knowledge, it generated different theories of its rise, perpetuation, and decline. Particular attention is given to the normative relationship among power, law, and justice and the recourse to legitimate violence against arbitrariness and illegal force. The course follows, on the one hand, the philosophical transmutation of tyranny into a form of degeneration of the human soul that seeks absolute freedom and, on the other, the poetic elucidation of the tragic consequences of the transgressive character of a political power that does not recognize any control. This hubris of tyranny is also examined historically in relation to the imperial ambition of perpetual expansion and boundless conquest. Is democracy or the republic.antithetical to Empire? What is the relation between domestic political autonomy and world tyranny? Finally, the course looks into attempts to educate the tyrant in order to comparatively scrutinize the similarities and differences between tyranny and two other ancient systems of absolute power, monarchy and dictatorship.

GPOL 5119 Iran in Revolution: 1800-Present
Fall 2008. Three credits.
Neguin Yavari

By the time the Qajar dynasty established itself in Iran in 1779, Shi’ism had already established its religious hegemony over Iran and the 18th and 19th centuries saw further evidence of its consolidation and institutionalization. How does the religious architecture of Shi’ism help explain the Constitutional Revolution of 1905–1911 and the success of the Islamic revolution in 1979 in the absence of a strong Islamic movement? And why did Iranians, clerical and lay, and in the heyday of colonialism, turn to a Western-inspired ideology in the early decades of the twentieth century, and then turn completely against Westernization some seventy years later? This course studies social change in Iran during the past two centuries, focusing on the interaction of political thought with religious authority and cultural transformation, to suggest that the Islamic revolution of 1979 is better explained in the lexicon of revolutionary transformation than in that of religious resurgence or a revival of the past. Readings will include Bayat, Bulliet, Goldstone, Khomeini, Moaddel, Mottahedeh, Owen and Skocpol. Cross-listed as GHS 5119, and as LHIS 4514.

GPOL 6422 Theories of Fascism and Totalitarianism (Latin American and Europe)
Fall 2008. Three credits.
Federico Finchelstein

This seminar examines theories of fascism and totalitarianism from a historical perspective. We study the history of these theories in their relation to major historical ruptures, including the Holocaust, the Spanish Civil War, and fascist imperialism. The approach of this seminar is topical and transnational rather than national or regional; however, we do emphasize specific cases that include Soviet communism, Italian fascism, Nazism, and French fascism. The seminar emphasizes differences and similarities among these historical cases in terms of their past, their recent past, and their present. Other topics to be studied include Latin American fascism and populism, political religions, ideology and violence, and the aestheticization of politics. The seminar stresses the use of primary sources (particularly some major political texts by fascist and antifascist intellectuals), as well as the most recent analytical studies on these questions. Cross-listed as GHS 6487.

Politics in Economic and Social Context

GPOL 6118 The State and Constituent Power in Domestic and International Politics and Law [C,B]
Spring 2009. Three credits.
Andrew Arato

This course examines the convergence of state formation and restructuring and constitutional foundings or refoundings in the areas of nation states, regional integrations, and international and global organizations. The first half of the course deals with theories of constituent power. The second half examines cases of (1) state- or constitution-making under international occupation, (2) the process of creating regional federations, and (3) the supposed “constitutionalization” process of international organizations. The course meets together with the Columbia University political science course on the Theories of the State. Cross-listed with Sociology.

GPOL 6381 Theorizing Visibility: Witnessing, Showing, and Granting
Fall 2008. Three credits.
Daniel Dayan

The seminar is organized around four themes: First, we consider Hannah Arendt’s version of the public sphere and Roger Silverstone’s notion of a “mediapolis.” What is today’s visual public sphere? What does “appearing in public” mean in this new context? How is this appearing relayed by the media? How do we conceptualize mobility in the mediapolis? The second part of the seminar addresses the instructor’s work on the pragmatics of showing “monstration.” Are there ways to reformulate the deontology of journalism, especially in reference to visual journalism, or in relation to performative utterance? If one recognizes that visibility involves a combination of performances, is there any place left for the construct of “objectivity”? Should we, on the contrary, invent a new normative approach based on other concepts such as “truthfulness” or “loyalty” in terms of speech act theory? The third part of the seminar explores this issue by bringing together questions of ethics (deontology) and the problems of performance. The central idea is that of journalists as witnesses. An examination of historically established witnessing practices—from “eyewitness,” to “martyr”—allows discussion of the dimensions involved in the witnessing role of journalists. Finally, the issue of “social visibility” will be discussed in relation to the work of Axel Honneth, and that of his disciple Olivier Voirl. What is the relation between “social visibility” and the issue of recognition? Is social invisibility the equivalent of social death? What is the connection between the French meaning of “regard” (to watch) and the English meaning of the same word (to respect, to esteem)? Can one suggest that news, more than a simple practice of watching, is always connected to a problem of regard in the English sense? Cross-listed as GSOC 6381.

GPOL 6499 Gender Politics: State, Economy and Family
Spring 2009. Three credits.
Mala Hunn

Gender is a social position occupied by men and women and an attribute of social structures including the sexual division of labor, normative heterosexuality, and war and militarism. In this course, we will explore these institutions and ideologies of gender and how they vary across societies. The focus will be primarily on how the state and labor market interact with family roles and relationships to uphold the sexual division of labor. We'll study these processes in advanced welfare states such as the U.S. and Japan, socialist societies such as Cuba and China, and developing countries such as Brazil and Mexico. Some experience with gender or feminist theory is desirable but not required.
Departmental Courses

GPOL 5122 Readings on the Right
Fall 2008. Three credits.
Julia Ott
The class offers a workshop in historical research and writing, with an emphasis on the evolution of conservative thought and politics in the United States. We will trace continuity and change in the meaning of the "conservative" label and in the nature of the groups that identify, or are identified with, conservatism. Students will encounter a range of conservative thinkers, evaluate historians' analyses of conservative movements, and produce an original research paper. This course fulfills the qualitative methods requirement for an MA in political science. Cross-listed as GHI5 6133, and as GHIS 5122, and as LHIS 4506.

GPOL 6119 Proseminar in Politics, Culture and History
Fall 2008. Spring 2009. One and one-half credits per semester.
George Steinmetz, Eiko Ikegami
This is a year long research project seminar. Students eligible for this class are those writing PhD dissertations or developing their dissertation proposals. Students will present their research projects and participate in class discussion. We will also invite faculty members and scholars from New York and the surrounding areas to present their work, or to talk about how they construct their research projects. Cross-listed as GSOC 6119. Students must register for both fall 2008 and spring 2009 terms.

GPOL 6133 Historiography and Historical Practice
Fall 2008. Three credits.
Oz Frankel
This course focuses on US history to examine current permutations of historiographical interests, practices, and methodologies. Over the last few decades, US history has been a particularly fertile ground for rethinking the historical, although many of these topics are applicable to the study of other nations and societies. American history has been largely rewritten by a generation of scholars who experienced the 1960s and its aftermath and have viewed America's past as a field of inquiry and contest of great political urgency. Identity politics, the culture wars, and other forms of organization and debate have also endowed history with unprecedented public resonance in a culture that has been notoriously amnesiac. We explore major trends and controversies in American historiography, the multicultural moment in historical studies, the emergence of race and gender as cardinal categories of historical analysis, the enormous preoccupation with popular culture, the impact of memory studies on historical thinking, and the recurrent agonizing over American exceptionalism and consequent recent attempts to break the nation-state mold and to globalize American history. Another focus will be the intersection of analytical strategies borrowed from the social sciences and literary studies with methods and epistemologies of historicization that originated from the historical profession. This course fulfills the qualitative methods requirement for an MA in political science. Cross-listed as GHIS 6133, GSOC 6054.

GPOL 6196 Political Ethnography
Spring 2009. Three credits.
Timothy Pachirat
What does it mean to study politics from below? How does immersion of the researcher in the research world contribute to the study of power? What are the promises, and perils, of social research that invites the unruly minutiae of lived experience to converse with, and contest, abstract disciplinary theories and categories? In this practice-intensive seminar, we explore ethnographic and other qualitative fieldwork methods with specific attention to their potential to subvert, generate, and extend understandings of politics and power. Readings draw on exemplary political ethnographies as well as discussions of methodology and method in political science, sociology, and anthropology. Participants will have the opportunity to craft and conduct New York City based ethnographic research projects related to their primary areas of interest and will be expected to make significant weekly commitments to field research. The seminar is intended as preparation for students planning to conduct independent fieldwork for their MA or PhD research, but those interested in the epistemological, political and ethical implications of studying power from below are also welcome. This course fulfills the MA qualitative methods requirement.

GPOL 6134 Historical Methods & Sources: Latin American History
Spring 2009. Three credits.
Paul Ross
Historical Methods and Sources consists of two linked seminars designed to orient students to historical inquiry and equip them to undertake the writing of an MA thesis on a historical topic. This course has three specific goals: to develop fluency in several current models of historical practice; to develop practical skills for locating and interpreting primary historical sources; and to compose a proposal for an MA thesis that will be completed during the second semester of the two-semester sequence. With these goals in mind, the midterm assignment is a ten page "document collection" essay requiring students to collect, paraphrase, and contextualize five historical documents gathered from New York City libraries or archives. The final paper is a thesis proposal: a 15 page document sketching out the student's topic and preliminary hypothesis, as well as the student's sources and their locations. Weekly readings from the instructor's area of expertise (Latin American history) are chosen to illustrate essential genres of historical writing (e.g. cultural, social, political, diplomatic, women's history) and theoretical perspectives (e.g. Habermasian histories of public spheres, Foucaultian histories of crime and punishment). The course is not intended as a survey of the historiography of Latin America, but to provide a sampling of important trends. Please note: the written work in this class will deal with topics from students' own areas of interest, and will not necessarily correspond to the course's thematic emphasis on Latin America. This course fulfills the qualitative methods requirement for an MA in political science. This course is the first of two seminars (with a single course number) meant to be taken during a student's second year in the Historial Studies MA program. This course is also a requirement for PhD students who enter the joint doctoral program in Historical Studies without having been in a master's program at The New School for Social Research. Students register for the fall and spring sections of the course separately. The fall section of the course is a prerequisite for the spring section. Cross-listed as GHIS 6133.
**GPOL 6301  Field Seminar in Political Theory: Paradigms of Contemporary Political Theorizing**  
Spring 2009. Three credits.  
Andreas Kalyvas  
This field seminar in political theory is required of all students in the Theory track. It introduces students to four or five major paradigms of contemporary political theorizing: for example, (neo-Hegelian) communitarianism, (neo-Kantian) liberalism, (neo-Marxian) critical theory, (neo-Nietzschean) genealogy, and (neo-Heideggerian) deconstruction, assessing the respective strengths and weaknesses of the paradigms. In each case, we begin by examining a major text that exemplifies the paradigm. Then we consider critiques of its underlying assumptions and the most compelling appropriations of its signature concepts. Because proponents of each paradigm have commented critically on the others, the course effectively reconstructs a multi-layered conversation among many of the leading voices in contemporary political theory.

**GPOL 6332  Field Seminar in American Politics**  
Spring 2009. Three credits.  
Victoria Hattam  
This course surveys and critically assesses the field of American politics. How have political scientists analyzed politics in the United States? How should we assess their accounts? We look at major contributions by political scientists (most, but not all, from the United States) and examine the political processes they have attempted to explain. The course focuses on four main topics: political culture in the United States, how power is organized and distributed, the shape of political institutions and relations among them, and the character and extent of political participation. In each area, we focus on a central question or set of questions: In what sense and to what extent should American political culture be regarded as liberal? Are observed inequalities in the distribution of power compatible with a normatively acceptable model of democracy? What, if anything, produces sufficient order within and across political institutions to sustain a constitutional regime? How do we understand the simultaneously low rates of voting in the United States and robust forms of civic engagement and interest group and movement activity?

**GPOL 6349  PhD Field Seminar in Comparative Politics**  
Fall 2008. Three credits.  
Mala Htun  
The course is an advanced survey of the field of comparative politics. We analyze important scholarly works on politics and government in advanced democracies, developing countries, and dictatorships, among others. Each week of the course focuses on a specific topic and/or theoretical approach. The course is intended for PhD students who plan to write dissertations in comparative politics and for students preparing for qualifying exams.

**GPOL 6990  Independent Study**  
Fall 2008, Spring 2009. One, two, or three credits.  
This student-initiated course gives students the opportunity to pursue advanced research on a specific topic with the guidance of a faculty member. Prerequisite: permission of the instructor.

**GPOL 6992  Practical Curricular Training/Professional Internship**  
Fall 2008, Spring 2009. One-half credit.  
This course provides the opportunity to receive credit for professional training related to the degree. Students are expected to engage in such training for at least five hours per week. Training should take the form of teaching, research, or other work relevant to the student’s program of study. It may take place at institutions of higher learning, with government agencies, or at other sites as appropriate. Students meet regularly with an advisor and submit a written report at the end of the internship. Grading is pass/fail.

**GPOL 7300  PhD Seminar**  
Fall 2008, Spring 2009. One and one-half credits per semester.  
Victoria Hattam  
The dissertation is simultaneously the capstone of graduate education and the prelude to an academic career. With this in mind, the seminar is designed to assist advanced students in formulating a research project that may also carve out a distinctive niche in political science. It combines the reading of exemplary literature with writing practice. It considers how to select appropriate methods and helps students form the critical support networks that are indispensable to success. The seminar extends over the entire year; each semester students will write one critical paper on an exemplary work in their own field as well as prepare a draft of their proposal for discussion by the group as a whole. Admission to this seminar normally requires that the student has passed at least one field exam and that the student provide a statement from a dissertation advisor saying that he or she is working seriously on a dissertation proposal. **Students must register for both fall 2008 and spring 2009 semesters.**

**GPOL 7391  Directed Dissertation Study**  
Fall 2008, Spring 2009. One and one-half to three credits per semester.  
All students in the PhD program are required to take three credits of directed dissertation study, to prepare the prospectus for the dissertation. This course, which is taken with the prospective dissertation chair, should occur after all other coursework is complete or during a student’s last semester of coursework. It should be taken after at least one qualifying examination has been completed. Students in the PhD program may take up to six additional credits of Directed Dissertation Study, consisting of research and writing supervised by the dissertation chair.
DEPARTMENT OF PSYCHOLOGY

Founded by pioneering Gestalt psychologist, Max Wertheimer as part of the University in Exile, the psychology department has acquired a worldwide reputation for excellence. The department provides students with both breadth and depth of training and continues the inquisitive spirit of such distinguished former faculty as Leon Festinger, Jerome Bruner, Hans Wallach, Irving Rock, Kurt Goldstein, Serge Moscovici, and Solomon Asch. Within the department, there is a strong emphasis on conducting research that contributes to psychological knowledge in general and that is sensitive to social, cultural, and political influences and concerns. At the master's level, the department offers a program in general psychology that provides students with in-depth training in all the major fields of psychology. There are two doctoral programs, which students may apply to through a separate application process after completing their masters degrees. These include the PhD Program in Cognitive, Social, and Developmental Psychology (CSD) as well as the PhD Program in Clinical Psychology. Every attempt is made to encourage an interdisciplinary approach to psychological issues and to promote interchange between the CSD and Clinical Programs, with students free to work with faculty from both areas.

Chair
Joan Miller, Professor of Psychology

Department Members
Emanuele Castano, Associate Professor of Psychology
Doris F. Chang, Assistant Professor Professor of Psychology (on leave fall 2008)
Karen D'Avanzo, Assistant Professor Professor of Psychology
Jeremy Ginges, Assistant Professor Professor of Psychology
Lawrence Hirschfeld, Professor of Anthropology and Psychology (on leave fall 2008 – spring 2009)
William Hirst, Professor Professor of Psychology
Xiaochun Jin, Assistant Professor Professor of Psychology
Marcel Kinsbourne, Professor Professor of Psychology (on leave spring 2009)
Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology
Shireen Rizvi, Assistant Professor Professor of Psychology and Director of Undergraduate Studies (spring 2009)
Lisa Rubin, Assistant Professor Professor of Psychology
Jeremy Safran, Professor Professor of Psychology and Director of Clinical Training
Herbert Schlesinger, Professor Emeritus and Senior Lecturer
Michael Schober, Dean and Professor of Psychology
David Shapiro, Professor Emeritus and Senior Lecturer
Howard Steele, Associate Professor Professor of Psychology and Director of Graduate Studies
Miriam Steele, Associate Professor Professor of Psychology and Assistant Director of Clinical Training
McWelling Todman, Associate Professor of Clinical Practice and Director, Mental Health and Substance Abuse Counseling Program, and Director of Undergraduate Studies, fall 2008 (on leave spring 2009)
Megan Warner, Assistant Professor Professor of Psychology and Director of The New School-Beth Israel Center for Clinical Training and Research
Wentao Yuan, Postdoctoral Fellow

Adjunct Faculty
Arthur Blumenthal, PhD, 1965, University of Washington
Andreas Evdokas, PhD, 1997, The New School for Social Research
Susan Palmgren, PhD, 2006, The New School for Social Research
Jennifer Pardo, PhD, 2000, Yale University
Andrew Twardon, PhD, 1993, The New School for Social Research

Clinical Associates | Department of Psychology

Clinical associates provide hands-on clinical training to Psychology graduate students at hospitals and medical centers in the New York City metropolitan area.

Howard Hillel Becker, PsyD, Bronx VA Medical Center, Bronx, NY
Kathy Behrend, PsyD, Fordham University Counseling Center, Bronx, NY
Ivan Bresgi, PhD, Columbia Presbyterian Hospital-Adult Psychiatry Clinic, New York, NY
Yvette Caro, PhD, Bellevue Hospital Bilingual Treatment Program, New York, NY
Lisa Cohen, PhD, Beth Israel Medical Center, New York, NY
Barbara Cohn, PhD, Saint Luke’s-Roosevelt Hospital Center, New York, NY
Edward Cook, PhD, Lansing Neuropsychological Services, Lansing, MI
Peter D’Amico, PhD, ABPP, Long Island Jewish Medical Center—Child & Adolescent Psychology Externship, New York, NY
Hulya Erhan, PhD, Beth Israel Medical Center—Neuropsychology Externship Program, New York, NY
Michael Friedmann, PhD, Beth Israel Medical Center—Adult Externship Program, New York, NY
Susan Green, PsyD, ABPP-CN, Manhattan VA Medical Center—Neuropsychology, New York, NY
Brook Hershey, PhD, New School-Beth Israel Center Advanced Externship Supervisor, New York, NY
Ali Khadivi, PhD, Bronx-Lebanon Hospital Center, Bronx, NY
Jeffrey Lichtman, PhD, Yachad/NJCD (The National Jewish Council for Disabilities), New York, NY
Lisa Litt, PhD, St. Luke’s Roosevelt Hospital—Women’s Health Project, New York, NY
Jon McCormick, PhD, New School-Beth Israel Center Advanced Externship Supervisor, New York, NY
Denise Miles, PsyD, Maimonides Medical Center, Brooklyn, NY
Catherine Mindolovich, PhD, International Center for the Disabled (ICD), New York, NY
Philip Morse, PhD, South Beach Psychiatric Center—Fort Hamilton Service, Brooklyn, NY
Elizabeth Ochoa, PhD, Beth Israel Neuropsychology Externship Program, New York, NY
Maile O’Hara, PhD, Bellevue-NYU Survivors of Torture Program, New York, NY
Jean Okie, PhD, South Beach Psychiatric Center—Alison Heights Hill Service, Brooklyn, NY
Spyros Orfanos, PhD, ABPP, NYU Postdoctoral Program in Psychotherapy and Psychoanalysis, New York, NY
Diana Pufiales Morejon, PhD, Columbia Presbyterian—Adult Mental Health Clinic; Bilingual Program, New York, NY
Tracy Robin, L.C.S.W., The New School Counseling Center, New York, NY
Sally Robles, PhD, Brooklyn College Counseling Center, Brooklyn, NY
Michael Rothman, PhD, Beth Israel Medical Center, New York, NY
Elihu Turkel, PsyD, Long Island Jewish Medical Center—Zucker Hillside Hospital—Adult Psychology Externship, New York, NY
Andrew Twardon, PhD, St. Luke’s Transient Day Treatment Program for Personality Disorders, New York, NY
Leslie Verter, PhD, South Beach Psychiatric Center—Bensonhurst Service, Brooklyn, NY
Lyra Ward, PhD, Maimonides Medical Center, Brooklyn, NY
Wooster Welton, PhD, Lenox Hill Hospital, New York, NY
DEGREES IN PSYCHOLOGY

MA in General Psychology

This degree provides the student with a basic education in psychology and is a prerequisite for more specialized work leading to the PhD degree. Students must take courses covering a wide range of areas, including three courses in general psychology; three in personality, social, developmental, and abnormal psychology; and a research methods course. Students who intend to apply to the PhD program must also demonstrate knowledge of elementary statistics either by passing an exemption examination or passing the basic statistics course. Students must take the proseminal course as soon as possible after admission to the program. MA students must satisfactorily complete 30 credits for graduation and obtain an average of at least 3.0. In addition, the first 18 credits must be introductory courses; no advanced or seminar courses may be taken until 18 credits have been completed.

Research MA Program

This program is designed to give a small, select group of students an intensive research experience, working in apprenticeship to a member of the faculty. Students must have at least a 3.7 average in the first 18 credits of course work at The New School for Social Research to be admitted to the program and must maintain this average. Application to the program occurs after finishing 18 credits of coursework, and no later than completion of 24 credits. Students must work closely with a faculty member, write an empirical MA thesis, and defend the thesis in an oral examination. They are exempt from the research methods requirements for the MA and PhD. They are also exempt from part I of the PhD qualifying examination. A maximum of one and one-half years is allowed for the completion of the MA thesis.

MA Concentration in Mental Health and Substance Abuse Counseling

In addition to providing a firm grounding in general psychology, this concentration enables students to acquire early exposure to clinical material and to fulfill the academic eligibility requirements for the New York State Alcohol and Substance Abuse Counseling Certificate (CASAC) exam. This concentration uses the existing strengths of the psychology program and meets current and anticipated professional needs within the field of substance abuse, particularly in the areas of dual diagnosis, assessment, and program evaluation.

Students are required to take the following courses: Psychopathology I; Psychopathology II; Introduction to Cognitive Neuroscience; two courses in general psychology; and two courses in the areas of personality, social, and developmental psychology. Students are also required to take the three core substance abuse-related courses consisting of Psychopathology III, Introduction to Substance Abuse Counseling, and Advanced Issues in Substance Abuse Counseling.

The New York State Office of Substance Abuse Services (OASAS) has created a new certification category, CASAC trainee. The CASAC trainee category is designed to serve as an intermediate level of certification. It was created for those individuals who have completed a specific portion of the overall CASAC requirements and intend to continue on to full certification. The certificate remains effective for a period of five years from the date that it is issued. During that time, CASAC trainees are expected to accumulate the paid work hours needed to become fully eligible for the CASAC exam. All trainees, however, are considered quality health professionals with respect to the mandated staffing mix of OASAS-licensed substance dependence programs and are thus immediately employable. One way to become eligible for this designation is to complete the required and optional CASAC-relevant courses offered through this concentration.

As in the case of the MA in general psychology, students in this MA program are required to satisfactorily complete 30 graduate credits and obtain a 3.0 average or higher. Students who wish to apply to the doctoral program must take a research methods course, demonstrate an adequate knowledge of elementary statistics by either passing the exemption exam or the basic statistics course, and complete a one-semester, noncredit proseminar.

Supervised clinical placements at The New School-Beth Israel Center for Clinical Training and Research are available to eligible students in the program. Although participation in such a placement is not required, hands-on clinical exposure, either at the New School-Beth Israel Center or at a comparable setting, is strongly recommended.

Students wishing to learn more about the concentration can do so by reviewing the concentration in Mental Health and Substance Abuse Counseling Student Handbook.

PhD in Psychology

The Department of Psychology offers the PhD in psychology with specializations in either cognitive, social, and developmental or clinical psychology. The program requires 60 credits (including 30 MA credits), except in clinical psychology where the requirement is 90 credits (80 credits if students are accepted into the research MA track). Specific requirements for the PhD in clinical psychology are listed below.

Admission to the PhD Program

A student who enters the Department of Psychology is not automatically accepted for study toward the PhD degree. Separate admission into the PhD program must be obtained. All students new to the Department of Psychology begin their study with an application to the General Psychology MA program.

Students matriculated in the master's program at The New School for Social Research must formally request permission to continue study toward the PhD. They may apply for admission either to the Cognitive, Social, and Developmental (CSD) PhD program, the Clinical PhD program, or both.

To be eligible to apply, students must complete the distribution requirements for the MA degree with an overall grade point average of at least 3.5 at the time of application, and they must have completed the one-semester, no-credit proseminar offered in the fall semester. In addition to filling out an application form that includes a personal statement and selecting a thesis advisor, students must apply to take the PhD qualifying examination, or have demonstrated sufficient progress on a research master's thesis.

Students with MA degrees in psychology from other universities may be eligible for "Advanced Standing" status in the New School MA program. Advanced Standing status is not automatically granted. It is awarded at the discretion of the admission committee and reserved for students who have performed extremely well in their previous studies. Accepted students are informed of whether or not they will be admitted with Advanced Standing status prior to beginning the MA program. Once accepted, eligible students (see Psychology Department Handbook for specific eligibility requirements), may apply to enter the Clinical PhD or CSD PhD programs after at least one semester of study here at the MA level, depending on how many of their credits transfer and assuming they have successfully completed requisite courses to meet eligibility for doctoral application. Students in this situation should consult the section "Advanced Standing" in this catalog for additional information.
Application to the PhD programs should be made when students are completing their first thirty credits (students must be scheduled to complete the MA program in the spring semester prior to beginning the PhD program). In order to advance to doctoral student status at the New School, students will have to pass a comprehensive examination (i.e., the first half of the PhD qualifying examination). Students who wish to pursue a PhD in clinical psychology must also pass a screening interview by the Clinical Psychology faculty and complete all application requirements. Students who wish to pursue the PhD in both clinical and CSD must submit a statement of research plans. Requirements for admission to Clinical and CSD PhD status are detailed in the Psychology Department Handbook. Students will be informed of the preliminary status of their applications before the PhD qualifying examination is administered: that is, whether they will be admitted provided they pass the qualifying (comprehensive) of the examination; admitted if space permits; or not admitted.

PhD Qualifying Examination I (Comprehensive Exam)

The PhD Qualifying Examination I, which is given each year during the summer session, is a comprehensive essay examination. This examination includes history and systems and two minor areas, one of which must be experimental psychology. The other minor includes sections on social, personality, and developmental psychology.

Students are urged to take the PhD Qualifying Examination I as soon as possible after having received permission to sit for the examination. In any case, they must sit for this examination no later than one year following this date. No more than forty credits may be taken before sitting for the PhD Qualifying Examination I. All students must pass the PhD Qualifying Examination I before proceeding to fulfill the other dissertation requirements described below.

The new PhD Dissertation Requirements are applicable to all students who enter the PhD program in or after September 2007. They replace the PhD dissertation format and Major PhD Qualifying Exam ("Comps II"), required of PhD students in both CSD and Clinical Psychology, prior to the 2007–08 academic year.

All students who entered the PhD program prior to September, 2007 have the option of either adopting the Dissertation Requirements described below or adopting the former requirements that involved completing the Major PhD Qualifying Exam II ("Comps II") and the PhD dissertation.

New Dissertation Requirements

PhD Program in Cognitive, Social, and Developmental Psychology

Nature of the Program

The doctoral program offers graduate study in the areas of cognitive, social, and developmental psychology. Within the program, there is a strong emphasis on cultural psychology as a framework for understanding basic psychological theories, and on approaching psychology in ways that are sensitive to socio-cultural diversity both within the United States and internationally. Considerable attention is also given to cognitive neuroscience as well as to other biologically based perspectives for explaining cognitive and social processes. Overall, the research conducted in the Program reflects a broad-based perspective that supports diverse methodological approaches and that encourages interdisciplinary work.

All students complete the concentration in CSD Psychology at the masters level. Here students gain a foundation in cognitive, social, and developmental psychology through completing core courses offered in each of these areas.

Doctoral Dissertation Proposal and Defense

The student expands and refines the Preliminary Dissertation Proposal into a Doctoral Dissertation Proposal. The Doctoral Dissertation Proposal should include a literature review that provides a compelling rationale for the research, a methods section that includes a detailed description as well as justification for the procedures to be utilized, as well as a list of references. The suggested length for the literature review is 6–10 pages. No page length is suggested for the methods section, but it should be as long as necessary to provide an adequate rationale for as well as detailed description of the methodology. Any questionnaires or standardized scales to be utilized should appear as an Appendix to the Proposal.

The Doctoral Dissertation Proposal defense can then be scheduled with the requisite number of 3 departmental committee members and one Dean's representative.

PhD Dissertation

The PhD dissertation in psychology will consist of two separate but related portions:

Literature Review: The first portion is a stand alone literature review article that is submitted in a form that is potentially acceptable to a peer review journal. This article should be approximately 10,000 words or 25–30 (double-spaced) pages in length (including references), and will review theoretical and empirical research relevant to the topic on which the dissertation research focuses. The article should be written in APA format, and should be similar in nature and structure to a Psychological Bulletin article. It should be critical and synthetic in nature and written at a level of sophistication needed for submission to a good, peer review journal. This review article will be based, in part, on the student’s literature review for the dissertation proposal, but will be revised in light of his or her evolving thinking (as well as relevant new literature emerging) while the dissertation data are being collected.

Empirical Article: The second portion consists of a stand alone empirical article written in a form that would be acceptable to a peer review journal. This article should be approximately 10,000 words or 25–30 pages (double spaced) in length (including references), and should conform to APA format. Students should familiarize themselves with the types of articles that appear in quality journals relevant to their area of research, and use these as models when writing their dissertations.

Doctoral Dissertation Defense: The student must complete and defend the dissertation in a manner acceptable to The New School for Social Research. See Dissertation Requirements in the Degree Requirements section of this catalog for additional information.

Assistantships: A limited number of research and teaching assistantships are available in the psychology department. Teaching assistantships are usually restricted to doctoral candidates.

Preliminary Dissertation Proposal and Defense

This replaces the Major PhD Qualifying Exam or "Comps II", which was required prior to the 2007–08 academic year.

Students write a short preliminary proposal for doctoral dissertation research. This proposal should be no longer than 4–5 double spaced pages in length, and should not include a comprehensive literature review or extensive references—though it is assumed that these have been consulted. It should, however, include a very brief literature review as well as basic overview of the study rationale, methodology, hypotheses, and planned analyses. This Preliminary Dissertation Proposal must be submitted to the student's dissertation chair and one other committee member in time for a Preliminary Dissertation Defense (PPD).

The PPD will be attended by the student's dissertation chair and by the second committee member. (The other committee members do not need to read the Preliminary Dissertation Proposal or be present at the PPD). The purpose of the PPD meeting is to provide students with feedback that will help them to refine their proposals for their Dissertation. Once a satisfactory outcome of this PPD has been achieved, the student is given permission to work toward preparing the full Dissertation Proposal.
At the doctoral level, students concentrate in either cognitive, social, or developmental psychology. However, they are welcome to take courses, work with faculty, and engage in research that bridges these different concentrations. Students typically enroll in specialized seminars offered in their areas of interest, as well as undertake independent study courses with their advisors and other faculty. Students also are encouraged to take courses that may be relevant to their interests at other universities in the Consortium.

The doctoral program reflects an apprenticeship model in which students work closely with individual faculty both on collaborative research projects and on developing their dissertation research. They are encouraged to become members of lab groups as well as to attend and present their own research at seminars organized across the department.

Faculty and research emphases associated with each concentration are indicated below:

**Cognitive:** Hirst, Kinsbourne, Mack, Schober, Castano, Ginges

Faculty research centers on such broad areas as consciousness, memory, attention, language and thought, cognitive neuroscience, visual perception, and semantics. Some examples of the specific research questions under investigation are the nature of collective memory, inattentional blindness, the unconscious perception of emotion, perspective taking in language use, psycholinguistics and conversational interaction, psychology of music.

**Social:** Castano, Ginges, Hirschfeld, Hirst, Miller, Schober, Chang, Rubin, Warner

Faculty research centers on such broad areas as political psychology, culture and cognition, close relationships, and existential psychology. Some examples of the specific research questions under investigation are dehumanization, conflict resolution in political disputes, sacred values, essentialism and entativity, self-objectification, culture and norms of reciprocity, interpersonal motivation, the origins of racial categories, immigration.

**Developmental:** Hirschfeld, Kinsbourne, Miller, H. Steele, M. Steele

Faculty research centers on such broad areas as cognitive development, social cognition, social and emotional development, life course development. Some examples of the specific research questions under investigation are the development of theory of mind, children's understanding of racial groups, cultural influences on adolescence, parent-child relationships, intergenerational consequences of attachment, adoption and foster care.

The program is pluralistic in its clinical training and emphasizes psychoanalytically-informed practice. Its psychoanalytic legacy can be traced back to 1926, when Sandor Ferenczi, one of Freud's closest colleagues, taught a course at The New School. Other pioneers of psychoanalysis who have taught at the New School include: Alfred Adler, Ernst Kris, Karen Horney and Erich Fromm. The psychoanalytic legacy can also be traced to the origins of The New School for Social Research during World War II, when a number of its founding members were interested in the synthesis of social and political thought, psychoanalysis, and the humanities.

Many of the basic clinical skills courses have a broadly based psychodynamic emphasis. Others have a cognitive-behavioral emphasis. Students are also exposed to other therapeutic orientations (e.g., humanistic, existential approaches). They are encouraged to approach clinical practice with an open, inquiring mind and an absence of doctrinaireicism. Critical inquiry and debate are encouraged. It is recommended that students seek out training experiences in a range of orientations during externship placements. Our faculty represent a variety of theoretical viewpoints. Students are exposed to diverse orientations, and taught to examine similarities, differences, and points of complimentarity. They are taught to think critically about the strengths and weaknesses of different approaches and to explore different approaches to integrating both interventions and theories from different perspectives (e.g., technical eclecticism, theoretical integration, common factors approaches, assimilative integration).

**The clinical program is one of few a psychoanalytic emphasis with the scientist-practitioner model.** Following the scientist-practitioner model of training for clinical psychology allows our students to integrate research and practice in a meaningful way. They are taught to view researching and engaging in clinical practice as mutually enhancing—to understand that clinical practice generates important questions and insights that can have a valuable influence on the conceptualization and execution of research; and that both research findings and the process of conducting research can have an important impact on clinical practice. Consistent with the Gainesville conference on scientist-practitioner education, the emphasis in our training model is on the integration of science and practice in all activities a clinical psychologist undertakes. From this perspective the hallmark of the scientist-practitioner model is thus not just publishing in scientific journals, but rather bringing the integrative perspective of the scientific-practitioner model to all professional activities. Many of our graduates work in clinical settings where they approach their work with the critical sensibility of science, seek out and evaluate up-to-date information, and gain expertise in both clinical techniques and empirical findings regarding assessment, psychopathology, and therapeutic methods. Student research is expected to be attuned to real world clinical concerns, and to use clinical experience to generate meaningful hypotheses.

From the outset, students struggle with the fact that the practice of clinical psychology often falls short of the ideal of the scientist-practitioner model, and that there is an increasing recognition in the field of the gap between researchers and clinicians. Researchers can fail to take into account the realities of real world clinical practice, where practitioners can be uninterested in research findings. Students are trained to think critically about the researcher/practitioner gap and to explore ways of reducing it. Ongoing questioning and dialogue are encouraged, formally and informally, not only in class and seminar rooms, but also at guest lectures, case conferences, research conferences, and various faculty and student meetings.

To summarize, our training philosophy emphasizes the importance of 1) integrating theory, research, and practice in a meaningful way; 2) developing a solid grounding in scientific psychology and learning to integrate this knowledge into both research and practice in clinical psychology; 3) developing attitudes necessary for life-long learning, critical thinking, and an ability to grow and develop as professionals in the field; 4) developing the requisite skills for entry into professional practice; and 5) developing an appreciation and respect for the values of diversity and pluralism (cultural, ethnic, theoretical, and methodological).
The most recent American Psychological Association site visit in March, 2006 resulted in continued accreditation of the PhD program for a full seven years. The site visitors commented on the program's excellent training in scholarship, research, and practice, and its success integrating the three realms. To quote the site visit report:

“The focus of the program is not only on present knowledge available but on understanding the value of developing a stance of lifelong scholarly inquiry and the basic value of science as an important part of clinical practice. There is an emphasis on the constant change in knowledge and ideas that occur in the field and on the importance of both being aware of these changes and of being involved in them. The advanced students appear to have developed a very strong attitude of lifelong learning and also assist in the development of this attitude by being models and passing on the attitude to the new students.”

The New School-Beth Israel Center for Clinical Training and Research

The program excels in the area of clinical training. The New School-Beth Israel Center for Clinical Training and Research provides students with a strong introduction to the clinical experience. A wide range of agencies are used for advanced practica, and all are required to provide professional supervision. The practica, from the first-year Beth Israel placement throughout the entire program are designed to develop competencies. Since a practicum is part of the curriculum during each year in the program, New School students' experience is well beyond what is expected by most internship sites.

Program graduates usually obtain excellent jobs. Interviews with supervisors in sites that support student placements and internships have revealed that most consider New School graduate students to be the best graduate students they see.

Admission to the Program

Only students who are currently completing an MA program in the General Psychology Program at The New School for Social Research can apply to the Clinical Psychology PhD program. Interested students must file an application directly to the Clinical Psychology PhD program (applications available from the Director of Clinical Student Affairs, 80 Fifth Avenue, Room 601). In addition to the application form, students must also include two interviews and verification that they have passed part I of the PhD qualifying examination (or, for research master's track students, sufficient progress on research master's theses, as indicated by advisors). During the two independent interviews, students are evaluated by the clinical faculty for suitability to pursue clinical work. Students are informed of the outcome of the interviews before they sit for part I of the PhD qualifying exam.

PhD Program in Clinical Psychology

All students (who must hold a master's degree in psychology from The New School for Social Research) must apply directly to the Clinical Psychology PhD program for consideration. Applications are available in late November from the director of clinical student affairs. The deadline for filing applications is February 1; incomplete applications or those received after February 1 will not be accepted. Applications should be submitted directly to the director of clinical student affairs whenever possible; applicants who are unable to do so are responsible for following up on or before the deadline to make sure that their applications were received.

Students who hold a master's degree in psychology from The New School for Social Research and are not currently enrolled must apply both to the Clinical Psychology PhD program and to the Office of Admission to initiate student status. The priority deadline (separate from the Clinical Psychology PhD application deadline) for filing a graduate admission application for scholarships and other funding is in mid-January (contact the Office of Admission for exact dates).

As part of their grounding in general psychology in the MA in General Psychology program, students take courses in experimental psychology, human development, physiological psychology, statistics, social psychology, and personality. This background along with the one in research design acquired during the MA portion of the program, provides a baseline of "normal" psychological processes to support the study of clinical disturbances, distortions, and deviations in cognition, perception, emotion and social behavior. It also provides a valuable perspective toward clinical work that will be applied when designing dissertation and other research projects.

Successful completion of the MA in General Psychology does not guarantee admission to the PhD program; however, strong MA students have a very good chance of progressing to the PhD program. The clinical program admits approximately 15 students per year. Clinical admissions procedures are detailed on page 26 of the Psychology Handbook.

(Year entering program) 08-09 07-08 06-07 05-06 04-05 03-04 02-03
Applied to program for: 26 21 24 40 30 31 22
Were offered admission: 16 16 16 17 16 16 15
Enrolled in Academic Year 16 15 13 17 16 16 12

* Average GPA of the successful MA applicant from 2007-2008 was 3.83.

Program Overview

The program leading to the degree of doctor of philosophy in clinical psychology is a 90-credit program accredited by the American Psychological Association. The first 30 credits lead to the master's degree in general psychology, as described earlier; students must also have completed the one-semester, no-credit proseminar. Clinical program students are required to take the psychopathology sequence and assessment of individual differences at the master's level, and physiological psychology at the master's level. Once admitted to the clinical program, students are required to take courses on: clinical theory and technique, diagnostic testing, evidence based practice, culture and ethnicity; complete two full-year externship seminars; take a course on professional issues; and fulfill the requirements for a PhD in psychology. Students will also progress through a series of clinical training placements at The New School-Beth Israel Center for Clinical Training and Research and at affiliated sites throughout the city. The clinical component of training culminates in a paid, full-time, APA accredited internship, procured through a national matching process. (American Psychological Association, 750 First St. NE, Washington, D. C. 20002-4242, Phone: (202) 336-5979)

Length of Program

Completion of MA Clinical PhD Coursework and Practicum Requirements Internship
Two Years Three Years One Year

The program is designed to enable students to complete their PhDs in four years (this does not include the two-year MA program). It is structured so that students will spend three years completing academic and practicum requirements, and one year completing an APA accredited pre-doctoral internship. Students sometimes take longer, however, due to the challenging concurrent academic and clinical experiences that they are afforded.

General Overview of Training and Major Deadlines Years I-III of Clinical PhD Program

Year I Core clinical coursework Practicum at the Beth Israel Center for Clinical Training and Research
Year II Coursework First externship
Year III Coursework Second externship
Year III-Fall Semester By November 1: Defend Dissertation Proposal November: Begin application for internships or work on dissertation

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Time to Completion Statistics 2002–2008

<table>
<thead>
<tr>
<th>Number(and percentage) of students completing clinical program:</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>&lt;5 years</td>
<td>1(4.55%)</td>
<td>3(18.75%)</td>
<td>1(8.33%)</td>
<td>3(17.65%)</td>
<td>1(11.11%)</td>
<td>4(44.4%)</td>
<td>4(25%)</td>
</tr>
<tr>
<td>5 years-5.5</td>
<td>4(27.27%)</td>
<td>1(6.25%)</td>
<td>3(25.00%)</td>
<td>8(47.06%)</td>
<td>2(22.22%)</td>
<td>1(11.1%)</td>
<td>8(50%)</td>
</tr>
<tr>
<td>6 years-6.5</td>
<td>5(22.73%)</td>
<td>2(12.5%)</td>
<td>1(8.33%)</td>
<td>2(11.76%)</td>
<td>4(44.44%)</td>
<td>1(11.1%)</td>
<td>2(12.5%)</td>
</tr>
<tr>
<td>7+ years</td>
<td>10(45.46%)</td>
<td>10(62.50%)</td>
<td>7(58.34%)</td>
<td>4(23.53%)</td>
<td>2(22.22%)</td>
<td>3(33.3%)</td>
<td>2(12.5%)</td>
</tr>
<tr>
<td>Average</td>
<td>6.91</td>
<td>7.75</td>
<td>7.38</td>
<td>6.47</td>
<td>6.28</td>
<td>5.7</td>
<td>5.8</td>
</tr>
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<td>Median</td>
<td>6</td>
<td>7.75</td>
<td>7</td>
<td>5.5</td>
<td>6</td>
<td>5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

- Percentage of students who failed to complete the program once matriculated from fall 2001-spring 2008 is 6 out of 176 students (.03%).

As a result of changes to the program that were initiated in the early 1990’s, there has been a general decrease, over the last decade, in the time students take to earn their degrees. For example, the average time to complete decreased from 6.91 years in 2002, to 5.8 years in 2007. There has been a sharp decrease in the percentage of students taking seven years to complete the program (45.46% in 2002 down to 12.5% in 2008) as well. Students who are intent upon completing the degree within four years generally are able to due so.

Internships

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

During the internship matching process, students receive ongoing advisement from the assistant director of clinical training and director of clinical affairs.

Statistics on Student Internships

<table>
<thead>
<tr>
<th># of Students Who Applied for Internship for</th>
<th>08-09</th>
<th>07-08</th>
<th>06-07</th>
<th>05-06</th>
<th>04-05</th>
<th>03-04</th>
<th>02-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Received Funded Internships for:</td>
<td>8(72%)</td>
<td>20(100%)</td>
<td>12(92%)</td>
<td>8(100%)</td>
<td>13(100%)</td>
<td>10(90%)</td>
<td>10(100%)</td>
</tr>
<tr>
<td>Who Received Unfunded Internships for:</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Who received APA-Accredited Internships for:</td>
<td>6(55%)</td>
<td>20(100%)</td>
<td>11(84%)</td>
<td>4(50%)</td>
<td>12(92%)</td>
<td>10(90%)</td>
<td>10(100%)</td>
</tr>
<tr>
<td>Who received APPIC-Member Internships for:</td>
<td>7(64%)</td>
<td>20(100%)</td>
<td>11(84%)</td>
<td>4(50%)</td>
<td>12(92%)</td>
<td>10(90%)</td>
<td>10(100%)</td>
</tr>
<tr>
<td>Who obtained two year half-time internships for:</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>1(07%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

% Based on Total Number of Applicants per Academic Year

Licensure

Between 1997–2005, 145 graduates have completed the program, of that number 100% have achieved licensure.

Faculty Research Topics and Interests Include

- Gender, culture, and mental health, including ethnic minority psychology and immigrant adjustment, domestic violence in Asian communities, cultural competence in service delivery, and mental health care in the People's Republic of China
- Attention Deficit Disorder: effects on quality of life, medication effects, underlying brain mechanisms
- Autism: underlying brain mechanisms, characterization of the attentional impairment
- Laterality: lateralization of emotions, anomalous laterality in Tourette disease, attentional factors in laterality testing
- Consciousness: neurological bases, awareness of deficits
- Dialectical Behavior Therapy with borderline patients; the role that shame plays in borderline personality disorder and other forms of psychopathology—with the goal of developing treatment approaches informed by this understanding
- Health psychology
- Women's health: an emphasis on gender and cultural influences on health behavior; feminism and body image, cultural differences in women's body image, and body image during pregnancy; body image among breast cancer survivors, including women's expectations for and satisfaction with breast reconstruction, and ethnic differences in the use of breast reconstruction post mastectomy
- Developments in psychoanalytic theory, research, and practice
- Research on psychotherapy process and outcome
- Psychotherapy integration
- Psychotherapy and Buddhism
- The therapeutic alliance, therapeutic impasses, transference and counter-transference,
- The internal processes of the therapist
- The relationship between attachment processes and therapeutic change
- Personality, personality change, personality disorders, psychological assessment
- The development of attachment, in particular the bonds between parents and children and the intergenerational consequences of attachment; adoption and foster care
- Children's understanding of mixed emotions, parent-child relationships, the effects of trauma and loss on children and adults, long-term consequences of early attachment experiences
- Psychopathology and therapeutic mood and theory
- Individual and developmental differences in cognitive styles, creativity, and metaphor with special emphasis on the influence of intelligence, personality, and gender
- Family violence
- Attachment across the life-span
- Attachment and adoption
PSYCHOLOGY COURSES

GPSY 6100  Proseminar
Fall 2008. Not for credit.

Staff
Required for all master's degree students. This course exposes students to the full range of current research of the psychology faculty and includes discussion of professional and career issues. Each week a different faculty member presents his or her recent research. Regular attendance is required. Completion of this course is a prerequisite for applying to the PhD programs.

A. General Psychology

Three courses from this category are required for the master's degree.

GPSY 5102  Visual Perception and Cognition
Spring 2009. Three credits.
Arien Mack
This course provides an introduction to the area of visual perception and makes clear why perception is an important problem for psychologists. Various aspects of perception are considered, among which are questions concerning the nature of focal perception, motion perception, and the perception of space, and the development of perceptual processes. No prior knowledge of the field is assumed.

GPSY 5104  History and Systems of Psychology
Spring 2009. Three credits.
Arthur Blumenthal
Great moments in modern psychological research and discovery stand upon a mountain of historical roots. This course describes and interprets those roots and their cultural contexts. It traces the development of differing systems of thought and the clashes between those systems. It reviews the tangled rise of modern psychology and gives samples of the detective work that expose some of this field's origin myths. The course is in three parts: the classical roots, the 19th-century boom, and the 20th-century bust.

GPSY 5110  Introduction to Cognitive Psychology
Fall 2008. Three credits.
William Hirst
This course surveys the progress made in understanding the human mind from the perspective of cognitive science. The areas of memory, attention, and thinking are examined.

GPSY 6101  Introduction to Cognitive Neuroscience
Fall 2008. Three credits.
Marcel Kinsbourne
Students are introduced to the structure and function of physiological substrates of behavior. The role of physiological systems in the regulation of behavior is examined with emphasis on contemporary findings and theoretical issues with particular attention to neurophysiology, neuropharmacology, neuroanatomy, sensory and motor systems, and motivated behaviors. Basic anatomy and physiology are reviewed within the context of the control of behavior.

GPSY 6107  Language and Thought
Fall 2008. Three credits.
Jennifer Pardo
This course surveys research on psycholinguistics, cognition, and the relation between language and thought. Topics include the psychological reality of grammars proposed by linguists; individual and dyadic processes in language planning, production perception, and comprehension; meaning, categorization, and knowledge representation; universals in language and thought. Cross-listed as LPSY 4556.

B. Developmental, Personality, Abnormal, and Social Psychology

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

GPSY 5120  Social Psychology [S]
Fall 2008. Three credits.
Emanuele Castano
This course provides students with a broad overview of social psychological research. Central to the course is the idea that human beings are not isolated entities who process information like computers, but social animals engaged in a complicated network of social relations, both real and imagined. Constrained by our cognitive capacities and guided by many different motives and fundamental needs, we attempt to make sense of the social world in which we live and of ourselves in relation to it. We see how this influences perceptions of the self, perceptions of other individuals and groups, beliefs and attitudes, group processes, and intergroup relations. Readings emphasize how various theories of human behavior are translated into focused research questions and rigorously tested via laboratory experiments and field studies.

GPSY 5151  Psychology of Personality [P]
Spring 2009. Three credits.
Megan Warner
This course discusses theory and research in the area of individual differences and personality functioning, with particular emphasis on trait, social, cognitive, and biological approaches.

GPSY 5152  Psychopathology i [A]
Three credits.
Summer 2008: McWelling Todman
Fall 2008: Xiaochun Jin
Fundamental diagnostic categories are discussed in depth. Relevant theoretical issues and clinical approaches to particular problems are explored.

GPSY 5153  Psychopathology ii [A]
Fall 2008. Three credits.
McWelling Todman
This course is an introductory survey of biological, cognitive, sociocultural, and epidemiological aspects of schizophrenia and other psychotic disorders. Prerequisite: GPSY 5152.
GPSY 6155  Developmental Psychology [D]
Fall 2008. Three credits.
Joan Miller
This course surveys major theories and research findings in developmental psychology. Among the topics addressed are attachment, emotion regulation, cognitive development, language acquisition, social cognition, family and peer relationships, morality, and aging. Consideration is given both to biological and cultural influences on development as well as to issues in life-span developmental psychology. Cross-listed as LPSY 4505.

GPSY 6156  Psychopathology III: Biosocial and Cognitive Theories of Addiction [A, S]
Spring 2009. Three credits.
Susan Palmgren
This course is an introductory survey of the psychological, biological, and sociological models of substance abuse and dependence. It is a required course for those individuals who wish to obtain an MA with a concentration in mental health and substance abuse counseling. Prerequisite: GPSY 5152 or permission of the instructor. This course provides 75 clock hours of NYSOASAS-approved CASAC training.

C. Research Methodology

GPSY 5130  Statistics I
Fall 2008. Three credits.
Wentao Yuan
Students are introduced to statistical description and inference. Topics include frequency distributions, measures of central tendency and variability, hypothesis testing, correlation, and an introduction to the analysis of variance. Credit in this course does not count toward fulfillment of the credit requirements for a degree in psychology.

GPSY 6131  Statistics II
Fall 2008. Four credits.
Wentao Yuan
This course serves as the first semester of a graduate-level statistics sequence with a primary emphasis on analysis of variance and regression. Prerequisite: GPSY 6130 or its equivalent. Lab attendance is mandatory for this course.

GPSY 6132  Statistics III
Spring 2009. Four credits.
Wentao Yuan
This course serves as the second semester of a graduate-level statistics sequence. The course focuses on the use of statistics as a useful tool for the advancement of psychological theory; accordingly, it is characterized by a bottom-up, problem-solving approach and revolves primarily around factor analysis, path analysis, and structural-equation modeling. Prerequisite: GPSY 6131 or permission of the instructor. Lab attendance is mandatory for this course.

GPSY 6238  Research Methods
Three credits.
Fall 2008: Emanuele Castano, William Hirst
Spring 2009: Xiaochun Jin, Howard Steele
This course provides hands-on experience in designing, running, and reporting psychology experiments. Class time is devoted to discussion on individual research projects at each phase of the work. This course may be used to satisfy the MA research requirement. Prerequisite: 18 credits in psychology with an overall 3.0 average.

GPSY 6255  Assessment of Individual Differences [P]
Spring 2009. Three credits.
Doris F. Chang
This course is designed to provide a basic introduction to the field of psychological assessment. The term psychological assessment is used here in a broad sense to include the measurement of human skills or abilities, aptitudes, values, and aspects of psychological functioning such as personality and psychopathology. Throughout the semester, we will examine reliability, validity, test construction, individual tests in intelligence and personality, and special issues in diagnostic interviewing, and cross-cultural assessment. By the end of the course, students will have the tools to critically evaluate existing assessment instruments when applied to specific populations. Because the best way to learn about the principles of test construction is to try them out, students will complete a semester-long group project involving the design, administration, and psychometric evaluation of an assessment tool. Prerequisite: GPSY 5130.

D. Intermediate Courses and Seminars

Any course listed in this section will satisfy the seminar requirement.

GPSY 6280  Developmental Psychopathology
Fall 2008. Three credits.
Miriam Steele
This course reviews the emergence of the field of developmental psychopathology. Issues to be covered include the etiology of childhood disorders such as autism, conduct disorder, childhood depression, and attachment disorders. In each case, developmental outcome and programs of intervention are explored. Special emphasis is given to the developmental trajectories following from childhood maltreatment.

GPSY 6307  Remembering Trauma
Spring 2009. Three credits.
William Hirst
Trauma can have a lasting effect on an individual, often leading to posttraumatic stress disorder (PTSD). This course will review the recent work on PTSD, explore its nature, and investigate why some trauma victims suffer from PTSD, whereas others do not.
GPSY 6308  Health Psychology
Fall 2008. Three credits.
Lisa Rubin
This course provides an overview of the rapidly growing field of health psychology. We examine current research to understand how biological, psychological, and social factors influence health outcomes, with a particular focus on chronic and life-threatening illness (e.g., cancer, AIDS, diabetes, hypertension, and chronic pain conditions). We explore the role of psychologists and psychological research in prevention, early detection, and adaptation to illness, and students learn specific psychological and behavioral interventions relevant for clinical work with individuals facing health concerns. Consideration is given to gender and cultural factors that influence health behaviors, access and utilization of health-related resources, and health outcomes.

GPSY 6314  Political Psychology
Spring 2009. Three credits.
Jeremy Ginges
This course critically examines important and timely political issues from a psychological perspective. We will survey research and theory within social psychology to gain insight into issues such as inter-ethnic conflict, warfare, genocide, and conflict resolution.

GPSY 6324  British Object Relations Theory
Fall 2008. Three credits.
Jeremy Safran
Object relations theory explores various ways in which the development of the self emerges out of the internalization of relationships with significant others. Although the origins of object relations theory can be traced to the writing of Freud and such colleagues as Sandor Ferenczi and Karl Abraham, the true pioneers of object relations theory were British psychoanalysts such as Melanie Klein, Ronald Fairbairn, and Donald Winnicott. While few American psychoanalysts were influenced by these theorists until the 1970s, since that time some of the most creative developments in American psychoanalysis have emerged out of a critical engagement with their thinking. This course compares and contrasts the approaches of object relations theorists such as Klein, Fairbairn, Bion, Winnicott, and Balint. It also explores the work of important contemporary Kleinians such as Betty Joseph, John Steiner, and Ronald Britton, and British Independent analysts such as Christopher Bollas and Michael Parsons. In addition we will examine the relationship between object relations theory and attachment theory.

GPSY 6325  Clinical Applications of Attachment Theory and Research
Spring 2009. Three credits.
Howard Steele
This seminar will illustrate how attachment theory and research may inform, guide, and support clinical work with children and adults. In addition, the reliability of attachment research methods as an aid to diagnosis, measurement of progress, and outcome, will be considered. Original writings of John Bowlby and Mary Ainsworth, will be studied along side contemporary work, applying the Strange Situation Procedure and Adult Attachment Interview methodology in clinical settings.

GPSY 6339  Cultural Psychology
Fall 2008. Three credits.
Joan Miller
This seminar examines cultural influences on human development and implications of cultural research for basic psychological theory. Drawing on psychological, anthropological, and sociolinguistic work, attention is given to cross-cultural and within-cultural variations in psychological functioning across the life course. Topics addressed include such issues as emotion, motivation, personality, cognition, and social understanding. The course is also concerned with the development of minority populations and immigrant groups, issues of cultural contact, and methodological and theoretical challenges in the integration of cultural perspectives in psychology.

GPSY 6354  Dehumanizing Others
Spring 2009. Three credits.
Emanuele Castano
The capacity to recognize another person’s humanity and subjectivity is one of the things that make us human. Yet, individuals routinely deny others their humanity, and depict them as animals, robots, or simply sub-human creatures. This course looks at how and why this happens. What are the conditions that lead to the dehumanization of others? What are the motives behind it? What are the consequences? The focus is on the collective level, ranging from the objectification of women in everyday life to the extreme dehumanization of enemies in war. This course is intended for PhD students. MA students who are interested in taking the class should contact the instructor for permission.

GPSY 6358  Psychology of Women and Gender
Spring 2009. Three credits.
Lisa Rubin
Over the past 25 years, feminists have transformed the field of psychology. Feminist psychologists have challenged how we study, what we study, and what we know about women and gender, and have explored how gender polarization shapes our everyday experience. This course provides an overview of the now burgeoning study of the psychology of women and gender, from the enormous contributions of early feminist psychologists who challenged longstanding notions of women’s intellectual and emotional inferiority, to contemporary postmodern feminist psychologists, some of whom contend that the scientific enterprise is itself laden with andro-centric bias. Topics include biological and psychological perspectives on sex and gender development; sexuality, reproduction, and the regulation and management of the female body across the lifespan and across cultures; gender influences on mental and physical health; gender and the workplace; and violence in women’s lives.

GPSY 6396  Evidence-Based Treatments
Spring 2009. Three credits.
Shireen Rizvi
This course is designed to familiarize students with the benefits and limitations of identifying and using empirically supported psychological treatments (ESTs) and the professional controversies surrounding identification and dissemination of ESTs. Students will become familiar with a number of ESTs for various mental disorders in an adult population and the principles from which many of them are drawn, specifically learning theory and behavior therapy. The ESTs covered in this course include, but are not limited to, exposure therapy for PTSD, interpersonal psychotherapy for depression, and cognitive behavioral group treatment for social anxiety disorder.
GPSY 6275  Departmental Seminar  
Fall 2008, Spring 2009. One credit per semester.  
Joan Miller  
This seminar serves as a forum for discussion about issues of central concern to the research interests of the department. Both staff and outside speakers present their current work on a rotating basis. The seminar is held every other week. This course cannot be counted toward fulfillment of the PhD seminar requirements.

E. Substance Abuse

GPSY 6109  Introduction to Substance Abuse Counseling  
Fall 2008. Three credits.  
Karen D’Avanzo  
This course is an introduction to the counseling and intervention techniques commonly employed in substance abusing and dually-diagnosed populations. A variety of theoretical approaches are explored and their application demonstrated through the use of actual case material. This is a required course for those individuals who wish to obtain an MA degree with a concentration in mental health and substance abuse counseling.

GPSY 6112  Advanced Issues in Substance Abuse Counseling  
Spring 2009. Three credits.  
Karen D’Avanzo  
This course is a continuation of GPSY 6109. In this course, there is a greater emphasis on hands-on training and the application of the concepts and techniques introduced in the introductory course. Emphasis is placed on the management of the recovery process. This is a required course for those individuals who wish to obtain an MA degree with a concentration in mental health and substance abuse counseling. Prerequisite: GPSY 6109 or permission of the instructor. This course provides 75 clock hours of New York OASAS-approved CASAC training.

Required PhD Courses for Clinical Students

Open only to students admitted to the Clinical PhD program.

GPSY 6271  Diagnostic Testing I  
Fall 2008. Four credits.  
Ali Khadivi, Andrew Twardon  
This is the first in a sequence of two courses intended to introduce techniques and instruments commonly employed in clinical assessment. The course covers intelligence and personality testing in adults and late adolescents. There is an emphasis on practical experience with a broad range of patient and non-patient populations. Instruments studied include the Wechsler Adult Intelligence Scale, third edition (WAIS-III); Minnesota Multiphasic Personality Inventory, second edition (MMPI-2); Personality Assessment Inventory (PAI); Thematic Apperception Test (TAT); Early Memories Test; Projective Drawings; and Bender Gestalt Test. Students practice test administration and interpretation with non-patient volunteer subjects. Prerequisites: GPSY 5152, GPSY 5153, and GPSY 6255; and successful admissions screening by the Clinical faculty; and passing part I of the PhD qualifying examination. Course to be taken concurrently with GPSY 6275.

GPSY 6272  Diagnostic Testing II  
Spring 2009. Four credits.  
Andreas Evdokas, Ali Khadivi  
In the second term of the assessment sequence, students learn to administer, score and interpret the Rorschach Inkblot Test. After the Rorschach has been introduced, our emphasis shifts to the integration of data from the entire test battery into a thorough diagnostic assessment. Students practice test administration and interpretation with inpatient and outpatient subjects referred by clinical agencies affiliated with our program. By year’s end, students should be able to administer and interpret a full test battery and to express diagnostic conclusions in a clear, useful written report. Prerequisite: successful completion of GPSY 6271.

GPSY 6275  Clinical Theory and Technique I  
Fall 2008. Three credits.  
Megan Warner  
This course focuses on mastering basic clinical theory and technique in the context of the initial phase of the therapeutic process. Issues covered include therapeutic neutrality, transference/countertransference, resistance, differential therapeutics, treatment planning, and arriving at a comprehensive diagnostic formulation. Relevant biological, psychological, and social factors, along with research perspectives, are considered. This course includes a clinical practicum. Prerequisite: successful completion of part I of the PhD comprehensive examination. Course to be taken concurrently with GPSY 6271.

GPSY 6277  Clinical Theory and Technique II  
Fall 2008. Three credits.  
Jeremy Safran  
This course provides an introduction to clinical theory and technique from a psychoanalytic perspective. Throughout the course an emphasis will be placed on the integration of theory, research and practice. Ongoing consideration will be given to the question of how relevant research can inform clinical practice and how clinical practice can inform research. In addition, the implication of cultural and individual differences for clinical practice will be considered throughout the course. A final objective is to introduce students to the topics of consultation and supervision. Topics include: beginning treatment, case formulation, the therapeutic frame, defenses and resistance, transference and countertransference, enactments, intersubjectivity, one versus two-person psychologies, mutuality and asymmetry in the therapeutic relationship, therapist self-disclosure, therapeutic impasses, cultural diversity, termination, and psychotherapy supervision.

A continuation of GPSY 6275, to be taken concurrently with GPSY 6272. Prerequisite: successful completion of GPSY 6275.
GPSY 6350  Clinical Psychology Externship Seminar I
One, two, or three credits per semester.
Fall 2008: Herbert Schlesinger, David Shapiro
Spring 2009: Herbert Schlesinger, David Shapiro

GPSY 6351 Clinical Psychology Externship Seminar II
Fall 2008: Ali Khadivi, Shireen Rizvi
Spring 2009: Jeremy Safran, Miriam Steele
Two years of supervised field experience in a mental health agency approved by the Clinical faculty is required for the PhD in clinical psychology. The field experience consists of a two-day-per-week placement in an agency, with in-house supervision. Weekly class meetings link practical issues and problems to theoretical discussion and the research literature, including issues of gender, sexual orientation, and ethnicity. Prerequisites: GPSY 6271 and GPSY 6272, and passing part I of the PhD qualifying examination. These courses cannot be counted toward fulfillment of PhD seminar requirements.

GPSY 6352 Seminar on Professional Issues and Ethics
Fall 2008. One credit.

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

GPSY 6371 Seminar on Ethnicity in Clinical Theory and Practice
Spring 2009. Three credits.

Doris Chang
This course examines the cultural, historical, and sociopolitical factors that shape the worldviews of the client and therapist, and their impact on the therapy process. Students will explore the influence of culture on the phenomenology of distress and learn practical skills for conducting culturally responsive assessment and therapy. Techniques for improving therapeutic engagement and case conceptualization with diverse client populations will also be discussed. Prerequisite: MA in psychology or permission of the instructor.

GPSY 6990 Independent Study
Fall 2008, Spring 2009. One, two, or three credits.
This is a student-initiated course that gives students the opportunity to pursue advanced research on a specific topic with the guidance of a faculty member. Permission of the instructor is required.

GPSY 6992 Practical Curricular Training
Fall 2008, Spring 2009. One-half credit.
Joan Miller
Practical curricular training provides students the opportunity to receive credit for professional training related to the degree. Students are expected to engage in such training for at least five hours per week. Training should take the form of teaching, research, or other work relevant to the student’s program of study. It may take place at institutions of higher learning, with governmental agencies, or at other sites as appropriate. Students meet regularly with an advisor and submit a written report at the end of the training. Grading is pass/fail.
DEPARTMENT OF SOCIOLOGY

The Department of Sociology at The New School for Social Research builds on its historical connections to European social science and their development in an American context by emphasizing a unique mix of critical, historical, comparative, and theoretical sociology. The department offers specialized inquiry in six areas—social thought, culture, media, cities, politics, and comparative and historical analysis of social change. The program is structured to emphasize the intellectual connections and substantive linkages between these concerns.

Our aim at the level of the MA is to provide a thorough grounding in the historical and theoretical development of the field of sociology and to give students the tools to make this knowledge relevant to the world around them. This is accomplished by emphasizing classical writings in the field and their general application to at least two of the department's six subfields of inquiry. At the PhD level, the program seeks to provide students with the theories and methods to develop new forms of sociological study that will cross disciplinary boundaries and/or subareas of the field in innovative and imaginative ways through sustained treatment of a single topic. At both levels, the department's aim is to help students better understand the major transformations in modern and postmodern societies and to prepare them for the normative or analytical challenges these transformations have posed.

To encourage this engaged and interdisciplinary intellectual work, the faculty offers courses and projects developed in tandem with several other programs and departments at The New School. In addition to working closely with the faculty and staff of the Transregional Center for Democratic Studies, Liberal Studies, and the Departments of Political Science and Philosophy, the department offers a joint degree in sociology and history (with the school’s Committee on Historical Studies) and in sociology and media (with the Media Studies Program of The New School for General Studies).

Chair
Eiko Ikegami, Professor of Sociology

Department Members
Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory
Paolo Carpignano, Senior Lecturer in Sociology
Carlos Forment, Associate Professor of Sociology
Jeffrey Goldfarb, Michael E. Gellert Professor of Sociology
Elzbieta Matynia, Associate Professor of Liberal Studies and Sociology
Virag Molnar, Assistant Professor of Sociology
Rachel Sherman, Assistant Professor of Sociology
Terry Williams, Professor of Sociology (on leave spring 2009)
Vera Zolberg, Professor of Sociology

Affiliated Faculty
Jaeho Kang, Assistant Professor of Media and Sociology (on leave fall 2008)
James Murtha, Executive Vice President, The New School
McKenzie Wark, Eugene Lang College The New School for Liberal Arts
Aristide Zolberg, Walter A. Eberstadt Professor of Political Science and University in Exile Professor Emeritus

Visiting Faculty
Robin Blackburn, Distinguished Visiting Professor of Historical Studies
Pierre Birnbaum, Visiting Professor (spring 2009)
Daniel Dayan, Visiting Professor (fall 2008)
Riva Kastoryano, Visiting Professor (spring 2009)
Pierre Rosenvallon, Hans Spier Visiting Professor (spring 2009)
George Steinmetz, Visiting Professor (fall 2008–spring 2009)

SOCIOLOGY CURRICULUM

Students entering with a bachelor’s degree take two required core courses in their first year: GSOC 5101, Foundations of Sociology I, and GSOC 5102, Foundations of Sociology II. MA students are also required to take one course in a method recognized by the department. A second course in a different department-approved type of method is required of students seeking a PhD.

The curriculum includes six general areas of study, each with its relevant theories and methods:

A. Sociology of culture: ideology, religion, the sociologies of art, science, and knowledge; mass and popular culture; cultural criticism.
B. Comparative and historical analysis: sociology of the state; gender; social and economic classes; capitalism; and political and economic development.
C. Sociology of politics: social movements and collective action; democracy; violence and human rights; and the social and political institutions of liberal democratic and authoritarian regimes.
D. Urban sociology: the sociology of cities and communities in comparative and historical perspective; class, race, ethnicity, and gender in cities; cities and national development; space and globalization.
E. Social thought: contemporary European and American social theory; the history of social thought; sociological context of the formation of theories.
F. Sociology of the media: media theory; media and public; the politics of the media; media, globalization, and transnationalism.

The Department of Sociology coordinates its curriculum with the Committee for the Study of Democracy, the Committee on Liberal Studies, and the Committee on Historical Studies. Courses cross-listed with these committees are so designated in each year’s New School for Social Research Catalog. Students may petition the faculty to have other courses approved for credit in one of the areas listed above.

Departmental Advising

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

DEGREES IN SOCIOLOGY

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

Course Requirements

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

- **GSOC 5101**
- One course in a sociological method, selected from quantitative analysis, field or ethnographic research, or a different department-approved type of method, including cross-listed historical methods courses.
- Students planning to continue at the PhD level are strongly advised to take the two introductory courses in their prospective areas of specialization.

Transfer Credit

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

MA Written Examination

After completing 30 credits or in the semester in which the last three credits are completed, students are eligible to sit for the departmental MA written examination. The examination requires written responses to questions in general sociology, including material covered in foundation courses and the department-approved methods courses. To sit for this examination, students must petition the department student advisor one month before its scheduled date. See the academic calendar for examination dates.

PhD in Sociology

Admission for Internal Applicants

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

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

Students interested in applying to the PhD program must do the following:

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

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

Course Requirements

The normal course requirements for the PhD are:

- Completion of the course requirements for the MA at The New School for Social Research or their equivalent elsewhere. Transfer students claiming equivalence should submit documentation to the department to support their case.
- An additional course in a second type of department-recognized sociological method.
- Four departmental seminars or proseminars, including at least one advanced research seminar.
- Additional courses up to the total of 60 credits, of which no more than 12 credits may be for courses from other departments or divisions that are not cross-listed in Sociology.

Advanced Standing and Transfer Credit

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

Admission to Candidacy

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

PhD Qualifying Examination

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

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

Dissertation Proposal

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

Dissertation Defense

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

Language Requirement

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

In collaboration with the Media Studies Program at The New School, the Sociology department offers a path for Media Studies students to the Sociology PhD program. Master’s students who wish to apply for the Sociology PhD program must complete a series of foundational Sociology courses while enrolled in the Media Studies program.

Applications to the PhD are competitive and assessed based on performance in completed Sociology courses and on the student’s overall record. Applications are reviewed by Sociology faculty.

Students who do receive an invitation into the Sociology PhD program after completing their media degree must plan to finish any appropriate foundations course in preparation for the Sociology master’s exam. This exam must be taken within the first year of study at PhD level. Passing the exam is required.

Media Studies master’s students who are considering application must take the following courses as part of their program:

- Two Sociology courses:
  - I. Foundations of Sociology (one of two required courses for the MA, preferably Foundations of Sociology I)
  - II. Fundamentals in the Sociology of Culture (or the Fundamentals course in any of the other concentrations in Sociology)
- Fundamentals in the Sociology of Media (cross-listed with Media Studies as a second level theory course)
- Research Methods (students may take either the Methods course jointly designed by Media Studies and Sociology, or one of the methods courses offered within the Sociology department).

This collaboration between Media Studies and Sociology does not change the structure or requirements for the MA in Media Studies or the PhD in Sociology.

Students who have completed the MA in Media Studies with the above requirements and receive a formal admission into the Sociology PhD program must complete an additional 24 credits and all other Sociology PhD requirements.

For further details, students should consult the Sociology Student Handbook, which is available through the Dean’s Office.

MA and PhD in Historical Studies and Sociology

See the requirements for these degrees in the section for Historical Studies in this catalog.

Sociology Courses

The Department of Sociology provides diverse opportunities for both master’s and doctoral study. Students combine study of major sociological texts with exploration of topics that reflect the major questions of our times, including the development of cyberspace and the networked society; the rise of new cultural forms; the articulations of race, class, and ethnicity in cities and nations; the role of religion and ideals in social and political life; the relations between citizens, constitutions, and rule of law; and democracy, civil society, and the public sphere.

Core and methods courses are indicated by the notation [Core/Methods]. Letter designations correspond to the following six tracks of study:

[A] Sociology of culture
[B] Comparative and historical analysis
[C] Sociology of politics
[D] Urban sociology
[E] Social thought
[F] Sociology of the media

GSOC 5006 Ethnographic Field Methods

Fall 2008. Three credits.

Terry Williams

The purpose of this course is twofold: One, provide training in field methods engaging sociological research, or fieldwork, with primary emphasis on participant-observation. Two, establish a forum for students to direct their work and creative energies towards social, environmental and political issues in the public sphere. This approach allows the researcher to discover communities, to create a channel of communication, to find ways of continual engagement and project development, and perhaps, to carry knowledge and expression beyond the immediate community and into the realm of culture.

GSOC 5014 Fundamentals of the Sociology of Media [F]

Spring 2009. Three credits.

Paolo Carpignano

This course examines the notions of medium and mediation from different perspectives. It covers three main areas: First, it surveys theories and theoretical approaches to media that, directly or indirectly, have contributed to the definition of the field, such as medium theory, information theory, semiotics, cultural studies, mediology, and others. Second, it examines today’s media industry, its institutional apparatus, its forms of production and distribution, and its economic and political power. Third, it relates some media-specific historical and technological changes, such as reproduction, recording, transmission, and networking, to the transformation of social experience. Finally, the course suggests that it is from the combination of these levels of analysis that one can understand the experience of mediation and the mediation of experience. Cross-listed as GHIS 6127.

GSOC 5028 Concept of Culture [A]

Fall 2008. Three credits.

Elzbieta Matynia

The preoccupation of many social thinkers with the phenomenon of “culture” long antedates J.G. Herder’s remark that “nothing is more indeterminate than this word.” Still, historians, sociologists, and anthropologists have shared a preoccupation with culture ever since. This seminar addresses the history of social thought, the sociology of knowledge, and studies of culture, and it explores the main debates surrounding the idea of culture and its development. Whether discussing the Greek notion of paideia, the Romantic ideal of genius, or the historiographic essays of the Annales historians of our own day, dynamics of two contrasting approaches to culture will be traced: the broad empirical and anthropological approach, and the narrower normative and “humanistic” approach. The readings—some of them passionate critiques of culture—include works by Plato, Aristophanes, Vico, Rousseau, Herder, Goethe, Marx, Ferdinand de Saussure, Sigmund Freud, Fernand Braudel, J. Heuzinga, Ernst Cassirer, Mikhail Bakhtin, Kwame Anthony Appiah, and Samuel Beckett. Cross-listed with Liberal Studies.
GSOC 5030  Seminar as Organic Novel [D]
Fall 2008. Three credits.
Terry Williams
This course examines the social construction of narrative, including the novel, novellas, short stories, the nature of anecdotes, the social function of the storyteller, and the storyteller's place in city life. While sociology is a science, it is also one of the arts, fed by a creative imagery so evident in drama, music, poetry and the novel. This relationship between art and science is a core part of the course. Students must find a location and construct a narrative account of a situation, events, and actors. This course attempts to create a living novel while embracing the unity of science and art through the various ways of understanding reality. Students read from their recordings in weekly journals about their individual experiences and discuss how they are doing the process. This enables the page to be the central element in the analysis, as students are not limited to writing nonfiction accounts of the events experienced. Limited to 10 students.

GSOC 5045  The Interpretive Turn in Contemporary Social Science
Fall 2008. Three credits.
Carlos Forment
This seminar introduces graduate students to the “interpretive turn” that is currently sweeping the human sciences. We will examine some of the most recent and influential approaches within this tradition: Intentionalism (as exemplified in the work of Quentin Skinner); Language Games (Ludwig Wittgenstein); Universal Pragmatics (Jurgen Habermas); Critical Hermeneutics (Hans Georg Gadamer and Paul Ricoeur); Discursive Strategies (Michel Foucault); and Symbolic Practices (Pierre Bourdieu).

GSOC 5046  Civil Society and Democratic Life in the Post-Colonial World: A Tocquevillian Perspective
Spring 2009. Three credits.
Carlos Forment
This course introduces graduate students to the current debates regarding the changing relationship between civil society and democratic life in the postcolonial world of Latin America, India, Africa, and the Middle East. In order to make sense of the different socio-historical trajectories, particular institutional configurations, and divergent forms of civic democracy that emerged in this part of the world, a common framework based on the work of Alexis de Tocqueville is adopted. During discussions, the class develops a Tocquevillian account of postcolonial democracy as well as a postcolonial reading of Tocqueville.

GSOC 5050  Time, Life, and Matter: Topics in the Histories of Science, Technology, and Media [A,B]
Spring 2009. Three credits.
Orit Halpern
This course will be a preliminary survey of the latest methodological and theoretical approaches in science and media studies as they intersect with critical history and historiography. Topics to be covered will include histories of subjectivity, race, and gender in relationship to the life and information sciences; post-humanism; the production of “nature” and “culture” as categories of analysis and structures for the production of historical time; and histories of representation and perception. Students read texts from science, history and philosophy of science, and media studies. Readings may include: Gilles Deleuze, Georges Canguilhem, Bruno Latour, Michel Foucault, Fredrich Kittler, Hayden White, William James, Henri Bergson, Charles Darwin, Elizabeth Grosz, Donna Haraway, and others.

GSOC 5051  Gender, Identity, and Agency in a Globalizing World [C]
Spring 2009. Three credits.
Elzbieta Matynia
Recognizing that gender equity is still poorly reflected even in accountable democratic societies, this seminar focuses on the intersection of gender and citizenship. The course concentrates on postcolonial and postcommunist societies as they are challenged by both nation and globalization. The role of women in the early 21st century who are caught between local, national, and global pressures in newly or newly-consolidated democracies, is examined. Various strategies through which local women (and local feminism) respond to these pressures are considered. The discussion on introducing change in the context of movements for social transformation, or in the context of enabling democratic infrastructure, is informed by two key categories: identity and agency. Relationships between women and nationalist projects, between nationhood and identity, and between gender and public and private citizenship are explored. The relatively recent emergence of globalization—a supraterritorial system of interdependence—is considered for its gender implications. While examining the role of women in local settings and in global civil society, questions of the universality of human rights; the principle of gender mainstreaming; and the tensions between feminism, liberalism, cultural relativism, and multiculturalism are discussed. Finally, consideration is given to the prospects for (and implications of) global feminism in a global civil society.

GSOC 5052  Political Legitimacy [C,E]
Spring 2009. Three credits.
Pierre Rosanvallon
In a democracy, the legitimacy of government officials derives from elections. Democratic power is regarded as arising naturally from the conditions of its establishment. Still, politicians and elected officials are frequently accused of partisan politicking and compromising the public interest. Nonelectoral democratic institutions and procedures as alternative means for establishing political legitimacy have emerged out of this tension. This course traces the history of these nonelectoral manifestations of the popular will from the nineteenth century to the present. Two main topics are discussed. First we explore the establishment of “institutions of generality” in democratic regimes (independent authorities and constitutional courts as elements of indirect democracy). We then discuss the qualities of government officials that give them legitimacy in the eyes of citizens.

GSOC 5101  Foundations of Sociology I: Social Theory [Core/ Methods, E]
Fall 2008. Three credits.
Andrew Arato
This graduate seminar is a broad introduction to the central ideas and key works of Alexis de Tocqueville, Karl Marx, Emile Durkheim, and Max Weber, whose concepts and questions continue to animate theoretical and empirical research in sociology. We will focus primarily on what unites—and secondarily on what divides—these theorists and their contributions to the canon of sociological knowledge: the confrontation with the dualism of subject and object, criticism of utilitarian thought and normative political philosophy, the epistemological break with primary experience, theories of power and solidarity, and the sociological discourse of modernity.
GSOC 5102  Foundations of Sociology II [Core/Methods, E]  
Spring 2009. Three credits.  
Elko Ikekami  
This course is an introduction to the emergence of social history as a reaction to the dominant political history and historicism of the 19th century and its crystallization in different national variants: the French Annales, the British Marxist historians and "history from below," and the German and Italian schools of social history. Following a discussion of the interdisciplinary dialogues and debates between social history and the social sciences, particularly historical sociology, the course traces trends in the development of European historiography from historicism to postmodernism. Special attention will be paid to 20th-century European historiography and to different methods of doing historical research and writing history. The course concludes with a review of recent trends: the crisis of social history, postmodern and poststructuralist challenges, the revival of narrative and the fragmentation of the nation, and the new dialogues of history and sociology with anthropology, literature, and cultural studies.

GSOC 5196  Fundamentals of the Sociology of Culture  
Spring 2009. Three credits.  
Vera Zolberg  
This course considers a broad range of activities and objects, ranging from the rarified to the ordinary, the prestigious to the everyday, critically analyzing the ways in which the term culture is used by social scientists and other scholars. Culture is studied in relation to certain groups' power and authority in constructing and maintaining—or contesting and transforming—the symbols and legitimacy of art, science, popular culture, and the shared meanings of life. Among the culture forms examined are social status, gender, and race. Theorists studied include: Weber, Durkheim, Marx, Bourdieu, R. Williams, Geertz, Goffman, the Frankfurt School and the American production of culture approach.

GSOC 5198  The Sociology of Erving Goffman  
Fall 2008. Three credits.  
Jeffrey Goldfarb  
In this course the major works of Erving Goffman will be read and discussed. The focus of the investigation will be to appraise Goffman's contribution to ongoing research and the development of sociological theory. Students will be required to closely read and interpret a selection of his works, and apply them to more recent developments in sociology, ideally including the application of his work to their own original research projects.

GSOC 5199  Carl Schmitt: Theories of Dictatorship and Constitution [E]  
Fall 2008. Three credits.  
Andrew Arato  
The seminar will involve an intensive reading and analysis of Schmitt's Constitutional Theory, published in 2008 in English. In particular, we will examine the link between the idea of sovereign dictatorship to his conception of constituent power. Registered students (auditors will be permitted if they come to all sessions) will be asked to prepare in-class presentations, and a final paper on the relationship of one or two of the following to constitutional theory:  
1. The classical doctrines of either Machiavelli, Bodin, Hobbes, Rousseau, Sieyes, Condorcet, Madison, or Jefferson  
2. The contemporary works of Jellinek, Carre de Malberg, Hauriou, Heller, or Kelsen

3. Schmitt's own works: Roman Catholicism and Political Form, Die Diktatur (available in Spanish, French, and Italian translations), Political Theology, Concept of the Political, Legality or Legitimacy, or The Crisis of Parliamentary Democracy  
4. Theorists influenced by Schmitt: Arendt, Ackerman, Mouffe, Agamben, Negri, Derrida, or Lindahl  
The class schedule is organized according to student presentations, with the first five sessions focusing on the book Die Diktatur (that will be made available through four languages and secondary treatments). Crosslisted with Political Science.

GSOC 5288  Outsider Art  
Fall 2008. Three credits.  
Vera Zolberg  
It is a cliché of current cultural criticism that traditional boundaries—between high and low art, art and politics, art and life itself—have become hopelessly blurred. When piles of bricks are placed in museums, when music is composed for performance underwater, when a few minutes of silence is called “music,” the boundaries become so fluid that conventional understandings of art are strained. This is manifest in the difficulties that arise among art historians, aestheticians, social scientists, and policymakers when they try to delineate what is art, what it should include or exclude, whether and how it should be evaluated, what importance to assign to art, and whether or not to support the artistic community with public funds. This class strives to understand these changes in the meaning of art in two ways. First, recent sociological theories of art are surveyed from texts by Becker, Bourdieu, Geertz, and others. These theories are then examined to illuminate a concrete empirical phenomenon, “outsider art”—that is, works created by “pure” amateurs (be they folk artists, madmen, hobbyists, or homeless people), putatively unsullied by academic or commercial pressures. Our larger goal is to explore myths and realities of the socially marginal and the aesthetically pure by analyzing the role each myth plays in the ongoing transvaluation of contemporary culture.

GSOC 5289  Media and American Modernity [F]  
Spring 2009. Three credits.  
Jaeho Kang  
This course serves to continue and further develop courses such as Foundations of Media Theory and Media and Social Theory. Students learn the broader applications of media theory into various, yet distinct, dimensions of American society with a particular focus on culture and politics. It also helps students elaborate theoretical topics for master's theses and prepare for an advanced seminar such as Media and Critical Theory. The course explores the impact of various forms of media (newspapers, radio, TV, the Internet) on the transformation of American modernity via critical perspectives of philosophers, anthropologists, literary critics, and media theorists. The course will provide students an introduction to the key contributions of a number of writers to the understanding of the complex interplay between a particular medium and distinct forms of American experience. During the course, we will reexamine some of the issues in social theories (such as hyperreality, network society, mediated public space, urban spectacle, etc) as applied to American media, including, newspapers and the origin of American democracy; radio and propaganda; televised sports events and social identity; the Internet and mediated politics; and online games and everyday life.
The Social Construction of Memory [A]

Fall 2008. Three credits.

Veru Zolberg

Remembering and forgetting, usually thought of as individual matters, have social dimensions as well. In this course, we analyze the theoretical foundations of memory as a collective process. Through the classic writings of Hallwachs, Benjamin, and more recent theorists, we consider how memory is constructed, its functions for social cohesion, and its durability and dynamics. We compare classic approaches with recent writings that treat collective memory as multivocal and divisive, and analyze their contribution to the formation of national, ethnic, and gender identity. In addition to written texts, we consider the uses and impact of film and other media on the construction of memory and history.

Televisionality [F]

Fall 2008. Three credits.

Paolo Carpignano

By reading major authors and discussing key topics in the field of television criticism students learn about the state of television theory. Issues concerning video language, programming flow, "live" transmission, television genres, audience participation, interactivity, etc. are examined in order to understand what makes television different from other forms of mass media. Particular attention is given to television's transition between spectatorship and hypertext, between analogical narrative and digital interactivity, and to the role that television has had in transforming the notion of visuality in the last half century. Cross-listed as NMDS 5216.

Market, Capital, and Culture: An Introduction to Economic Sociology [B]

Fall 2008. Three credits.

Eiko Ikegami

Economic sociology is one of the most vibrant fields within contemporary sociology, and many economic problems can be studied better by taking sociological considerations into account. This course provides an introduction to some exciting developments in the field. Topics include the problem of embeddedness, the issue of trust, varieties of capitalism, the role of capital and the notion of strangers, and money as a cultural entity. Recommended for advanced graduate students. The course will also help students prepare for the field exam in economic sociology.

Media and Critical Theory,

Spring 2009. Three credits.

Jaeho Kang

The aim of this course is to examine those distinctive—yet highly controversial—accounts of the media developed by the early members of the Frankfurt School and to assess their relevance to the understanding of contemporary media culture. Students focus on the relevant works of Walter Benjamin, Theodor Adorno, and Siegfried Kracauer. The course explores their critical analyses of the multi-dimensional development of the media, and the shift from print to electronic media (radio, film, and TV): a shift interwoven in complex ways with mass culture and politics. We will explore their original accounts of the spectacle of commodity culture and the growth of the media and entertainment industries in nineteenth century Europe. Throughout, we critically approach the debates that form the background of these analyses, concerning the crisis of democracy and the emergence of Fascism, the aestheticization of politics, and the transformation of the public sphere.

Advanced Seminar: Sociology of Culture [E]

Fall 2008. Three credits.

Jeffrey Goldfarb

In his sociology of knowledge, Karl Mannheim asked the question: How do men think? This seminar focuses on the question of social reality, and more specifically, on ideas and their relationship to social practice; therefore, it gives a central focus to the notions of meaning, belief, and representation. It raises epistemological questions pertaining to the possibilities and conditions of a "sociological knowledge of the social." This semester, the seminar focuses on the notion of the unconscious in social life; we read the work of Karl Mannheim, Emile Durkheim, Max Weber, Sigmund Freud, Claude Levi-Strauss, and Jeffrey Alexander, among others.

The State and Constituent Power in Domestic and International Politics and Law [C,B]

Spring 2009. Three credits.

Andrew Arato

This course examines the convergence of state formation and restructuring and constitutional findnings or refoundings in the areas of nation states, regional integrations, and international and global organizations. The first half of the course deals with theories of constituent power. The second half examines cases of (1) state- or constitution-making under international occupation, (2) the process of creating regional federations, and (3) the supposed "constitutionalization" process of international organizations. The course meets together with the Columbia University political science course on the Theories of the State. Crosslisted with Political Science.

Proseminar in Politics, Culture, and History

Fall 2008–spring 2009. One and one-half credits per semester.

George Steinmetz, Eiko Ikegami

This is a year-long research project seminar. Students eligible for this class are those writing PhD dissertations or developing their dissertation proposals. Students will present their research projects and will also serve as discussants in the class. We will also invite faculty members and scholars from New York and the surrounding areas to present their work, or to talk about how they construct their research projects. Students must register for both fall 2008 and spring 2009 terms.

Political Culture [A, C]

Spring 2009. Three credits.

Jeffrey Goldfarb

The concept of political culture presents a paradox. On one hand, it has been widely viewed as being theoretically and politically problematic. The original purposes for which the concept was deployed appear tied to the Cold War era and the theory of modernization. Large cross-national quantitative comparison, the way scholars went about studying the subject, buries cultural differences, concealing culture factors more than revealing them. On the other hand, the common sense use of political culture in social scientific inquiry persists because the concept illuminates pressing cultural and political problems. In this course, we work with this paradox. We review the literature on political culture, work on a new way of conceptualizing it, and apply this conceptualization to major cultural and political problems. We review the notion in key works in the history of social thought, critically analyze the concept as it has been used in comparative politics and studies of development and modernization, and then, respond to the contributions of a more critical social theory. We work together to develop a clear conceptualization of political culture that attends to both the political and the cultural side of the concept. The remainder of the inquiry applies this understanding of political culture to a comparative study of pressing political and cultural problems of our times.
GSOC 6148 Empire: Politics and Aesthetics
Spring 2009. Three credits.
Georgeous Steinmetz
This course examines the politics, aesthetics, and theories of empire. It starts with a historical overview of imperial politics from Rome to the present. We then examine several prominent attempts to theorize empire. These theories are considered in relation to representations of empire more broadly, including literary and aesthetic ones. Students will write a research paper and be responsible for the readings in one or more sessions.

GSOC 6149 Topics in Contemporary Social Theory
Fall 2008. Three credits.
George Steinmetz
This course examines recent discussions in social theory, with a focus on the work of French sociologist Pierre Bourdieu and others in his tradition. The first part of the course looks at the precursors of Bourdieu's work; the second part explores his oeuvre; the last part turns to efforts to revise or criticize Bourdieu, including those by Luc Boltanski. Finally we look at the reception and use of French sociology in the United States. Graduate students write a research paper and present the readings for one or more sessions in the seminar.

GSOC 6304 The Politics of Difference
Spring 2009. Three credits.
Aristide Zolberg
At the dawn of the 21st century, issues of "difference" have quite unexpectedly emerged in the central political arena of many states. These issues have emerged in both long established and post-colonial states, within both democratic and authoritarian regimes, and have occasionally led to major conflicts. Many of these issues reflect challenges to unequal institutional arrangements concerning language, religion, gender, or ancestry of established populations arrived at in earlier periods, but some reflect a broadening of differences due to recent immigration. The course considers these matters in a comparative perspective, drawing examples from North America, the European Union, and sub-Saharan Africa, with emphasis on "differences among differences"—i.e. normatively fair solutions to differences of gender, language, religion, and ancestry entail significantly different institutional arrangements. It also takes into consideration "global interactivity," i.e. that the internal political dynamics of a given country are often significantly affected by developments elsewhere.

GSOC 6343 State, Citizenship, and Culture: An Introduction to Historical Sociology [B,C]
Spring 2009. Three credits.
Pierre Birnbaum
This course focuses on several crucial issues in historical sociology including state-building processes, the formation of civil societies, variations in democratic values, and ways of collective action. In Europe, state-building processes took place within different types of cultures, religions, and collective identities. Few states were able to become effective nation-states, which transformed their culture by cutting the idea of citizenship loose from a single national identity. Those states that succeeded more or less, such as France, are still unable to solve specific issues based on identity politics. In the context of contemporary multicultural societies such as England, Germany, Spain, and the United States, we explore the relationship between historical variations in state-building process and the resulting political issues in citizenship.

GSOC 6381 Theorizing Visibility: Witnessing, Showing, and Granting Regard in the Visual Media
Fall 2008. Three credits.
Daniel Dayan
The seminar is organized around four themes: First, we consider Hannah Arendt's version of the public sphere and Roger Silverstone's notion of a "mediapolis." What is today's visual public sphere? What does "appearing in public" mean in this new context? How is this appearing relayed by the media? How do we conceptualize morality in the mediapolis? The second part of the seminar addresses the instructor's work on the pragmatics of showing "monstration." Are there ways reformulate the deontology of journalism, especially in reference to visual journalism, or in relation to performative utterance? If one recognizes that visibility involves a combination of performances, is there any place left for the construct of "objectivity?" Should we, on the contrary, invent a new normative approach based on other concepts such as "truthfulness" or "loyalty" in terms of speech act theory? The third part of the seminar explores this issue by bringing together questions of ethics (deontology) and the problems of performance. The central idea is that of journalists as witnesses. An examination of historically established witnessing practices—from "eyewitness," to "martyr"—allows discussion of the dimensions involved in the witnessing role of journalists. Finally the issue of "social visibility" will be discussed in relation to the work of Axel Honneth, and that of his disciple Olivier Voïrol. What is the connection between "social visibility" and the issue of recognition? Is social invisibility the equivalent of social death? What is the connection between the French meaning of "regard" (to watch) and the English meaning of the same word (to respect, to esteem)? Can one suggest that news, more than a simple practice of watching, is always connected to a problem of regard in the English sense? Cross listed as GPOL 6381.

GSOC 6391 Transnationalism: Theory and experiences
Spring 2009. Three credits.
Riva Kastoryano
This course broadens inquiries begun in Transnationalism I, taught in spring 2008. However, Transnationalism I is not a prerequisite for this course. Transnationalism does not only relate to national spaces but adds a global—transnational—dimension that is beyond national societies. To study this phenomenon specialists in international relations, anthropologists, and sociologists have applied the methods and approaches of their fields. Transnationalism, whether cause or consequence of globalization, is characterized by world wide networks of identities, solidarity, and action. Its institutionalization requires a coordination of activities based on common references—objective or subjective—and common interest among individuals and groups; it also requires coordination of resources, information, technology and sites of social power across national borders for political, cultural, economic purposes. It therefore creates a new space of participation beyond territorially defined nation-states; it brings to light multiple membership and multiple loyalties leading to confusion between rights and identity, culture and politics, states and nations, citizenship and territorality. Many questions with regard to membership, allegiance and affiliation arise from this development. How can transnationalism give new strength to the national question and becomes a stake of legitimacy in the international system? Cross-listed as GPOL 6391.
The Committee on Historical Studies (CHS) was founded in the mid-1980s by Charles Tilly, Louise Tilly, Aristide Zolberg, and Ira Katznelson. Its premise is that history is a field of inquiry critical to all human understanding, and that The New School for Social Research is a natural place for historians, philosophers, and social scientists to come together to develop theoretically informed and critical approaches to historical questions.

The Committee seeks to bring historians together with social scientists and philosophers to produce critical histories of the present. It recognizes that historical inquiry has transformative potential for interpretation and theory in the social sciences. Its mission is to rejuvenate the empirically based social sciences with humanities-inspired, linguistically informed, and pictorially sympathetic approaches. The committee aims to provide The New School for Social Research with an archive and a perspective on the world that works “from the outside in.”

CHS was founded on the conviction that the Social Sciences, public discussion of contemporary problems, and policy-making all become richer and more effective when joined with historical analysis; that practicing social scientists who want to work with history should learn to use historians’ standard materials and methods; and that the theories and methods of the social sciences strengthen historical research. These sentiments have guided the pedagogical and research programs of CHS from its inception.

The Committee on Historical Studies is closely linked with History at Eugene Lang College. These two groups, in conjunction with a number of scholars elsewhere at the university, are in the process of developing an integrated Department of History across divisions.

Chair
David Plotke, Professor of Politics

Committee Members
Elaine Abelson, Associate Professor, History and Urban Studies, Eugene Lang College / Senior Lecturer in Historical Studies, The New School for Social Research
Laura Auricchio, Assistant Professor of Art History, Parsons
Robin Blackburn, Distinguished Visiting Professor of Historical Studies
Carol Breckenridge, Associate Professor of History
Faisal Devji, Associate Professor of History
Federico Finchelstein, Assistant Professor of History
Julia Foulkes, Associate Professor and Chair of Social Sciences, The New School for General Studies
Oz Frankel, Associate Professor of History
Orit Halpern, Assistant Professor of History
Victoria Hattam, Chair and Professor of Politics
Joseph Heathcott, Associate Professor of Urban Studies
Eiko Ikegami, Chair and Professor of Sociology
Paul A. Kottman, Assistant Professor of Comparative Literature
James Miller, Professor of Politics, Chair of Liberal Studies
Julia Ott, Assistant Professor of History
David Plotke, Professor of Politics
Paul Ross, Assistant Professor of History
Ann Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies

DEGREES IN HISTORICAL STUDIES

To obtain an MA in Historical Studies students are required to:
- Complete 30 credits of coursework
- Maintain no less than a B (3.0) grade point average
- Complete a thesis project

Additionally, all MA students are required to take a linked pair of seminars designed to orient them to historical inquiry.

- GHIS 6133 Historiography and Historical Practice (one semester course to be taken in the student’s first year)
- GHIS 6134 Historical Sources and Methods (one semester course to be taken in the student’s first year)

The remaining courses are electives. Students must take at least 18 credits that are listed or cross-listed with Historical Studies.

Students pursuing a degree in Historical Studies (History) must meet the requirements of the Committee on Historical Studies and The New School for Social Research. Students are expected to be familiar with both sets of requirements and procedures. For this reason, they should read the CHS curriculum handbook in conjunction with The New School for Social Research Catalog, which can be obtained from the Office of Admission or in the Office of Academic Affairs, located at 79 Fifth Ave., Rm 1007.

PhD in a Social Science and Historical Studies

Students may work jointly with the Committee on Historical Studies and either the PhD program in political science or in sociology. Students work closely with their advisors to design a program of study, and to prepare qualifying exams relevant to both their social science degree and their work in history. Doctoral students engaged in such research remain part of the CHS intellectual community, and they are expected to attend the department seminars, invited lectures and other CHS activities.

Doctoral degree dissertations in these dual programs demonstrate serious engagement with historical sources, requiring primary research, a review of the scholarly literature on a given subject as well as the formulation and exposition of an intellectual problem. At least one member of the student’s doctoral committee must be a member of CHS. The aim of these programs is to provide training both in history and a social science for doctoral students with strong interests in both fields.

Admission

All students must apply for admission to the PhD programs. Students may apply during their second year of studies at The New School for Social Research or thereafter, while they are still in residence. Admission is contingent on admission both by Historical Studies and by their other doctoral program. The history portion of this dual application normally begins in the fall term of the student’s second year. Application materials should be submitted to the Committee Secretary at 80 Fifth Avenue, 5th Floor.

Applicants to the PhD in a social science and historical studies degree require the following for their application to Historical Studies:
• Letter of intent, explaining the student’s intellectual trajectory, interests and rationale for using historical research while pursuing their PhD program
• New School for Social Research Transcript
• Three page prospectus of the intended area for doctoral research (note: this is not expected to be a full PhD proposal)
• A letter of support from their academic advisor in history

Note: Students also need to follow the application procedures spelled out in sociology and politics. When their application has been accepted by both Departments, they should file a change of status petition with the Office of Academic Affairs.

Coursework and Degree Requirements

To obtain a PhD in Political Science and History or a PhD in Sociology and History, students are required to:

• Complete all the requirements for the doctoral degree in political science or sociology
• Complete 60 credits of coursework
• Take GHIS 6133, Historiography and Historical Practice; and GHIS 6134, Historical Methods and Sources. Students who have already taken these courses as part of an MA in Historical Studies are exempt from this requirement
• Prepare one exam field for CHS in addition to those required by their other department. The form of the exam (a take-home exam, or a field statement) will mirror the practices in Political Science or Sociology
• Form a dissertation committee with at least one CHS faculty member, who must be either chair or second reader. Among their other advising responsibilities, this committee member will determine whether the thesis engages historical materials in a serious manner

COURSES IN HISTORICAL STUDIES

GHIS 5007 The 2008 U.S. Election in Historical and Comparative Perspective

Fall 2008. Three credits.

David Plotke

This course analyzes the 2008 election in the United States. Beyond its immediate importance, this election also provides a window to view major elements of contemporary politics that extend beyond 2008. We focus on the two main presidential campaigns in the United States, assessing them both as strategic efforts and as political and policy projects. We consider how the shape of government institutions and electoral rules influences the electoral process. We examine parties and other modes of political mobilization and education, including the media. And we ask how voters make their decisions about whether to vote and for whom. We attempt to explain the dynamics and later the outcome of the campaign, and how it resembles and differs from major elections in other countries. This course does not presume a prior graduate course in American politics, but does require a commitment to engaging the diverse materials that constitute a record of the campaign (speeches, media ads, public opinion polls, voting studies, interviews, and more). Bob Kerrey, President of the New School, will participate in several sessions. Cross-listed with Political Science, GPOL 5007.

GHIS 5113 Immigration and Race Politics in the USA

Not offered 2008–09. Three credits.

Victoria Hattam

We are living through the third great immigration wave in American history. How are demographic changes over the last 40 years affecting the contours of cultural and political life? How do immigrants position themselves in terms of race? How does the state classify immigrant groups? What are the future possibilities of political alliances between immigrants and African-Americans? Drawing on recent work across the social sciences as well as extensive primary sources, the course examines the politics of immigrant and racial difference in the 20th- and 21st-century United States. Special attention will be given to Jewish immigration in the early twentieth century and Mexican immigration across the 20th century. Cross-listed as GPOL 5311.

GHIS 5114 Gandhi and his Interlocutors

Spring 2009. Three credits.

Faisal Devji and Vyjayanthi Rao

In 1926, after the failure of his first movement of civil disobedience, Gandhi paused to rethink the meaning of nonviolence. He brought to light many complicated relations, making them available to political thought in productive new ways. Among his conclusions were the following: that violence was a positive phenomenon, and nonviolence a negative phenomenon with no life of its own. Moreover violence could not survive without nonviolence, which gave the former a legitimacy it did not otherwise possess. For Gandhi, these seemingly contradictory statements proved that violence and nonviolence were not opposed phenomena, but intimately related to one another in complex ways. Whatever else the Mahatma accomplished, Gandhi is only the most famous among many who have thought about the relationship of violence and nonviolence in South Asia. While this thinking is distinctive because it emerges from the distinct history of South Asia, it is by no means peculiar to it. The region’s history has produced not only distinctive forms of violence and nonviolence, but equally distinct ways of thinking about their relationship, whose relevance is not confined to geography. This course explores some of the theories by focusing on the social life of violence and nonviolence in contemporary South Asia. Cross-listed with Anthropology, GANT 5225.

GHIS 5115 Historical Roots of a “Fiasco”: Iraq

Not offered 2008–09. Three credits.

Eli Zaretsky

The American invasion of Iraq has been described as a fiasco. In Fiasco: The American Military Adventure in Iraq, Thomas E. Rick supports this view by characterizing the administration’s actions as the errors or bad intentions of the political right: e.g., the neoconservatives and the cabal around Bush. By contrast, this course explores the weaknesses and failures of American liberalism and the political left in providing the opening for the Bush presidency. The model for this approach is Marx’s explanation (in his Eighteenth Brumaire) of Louis Napoleon’s coup d’etat in 1851. Other readings include both long-term critiques of American liberalism, such as those by Richard Slotkin and Patricia Seed, and more focused studies of the post-1989 period. Cross-listed as LHIS 4568 and GSOC 5044.
**Ghis 5116 and time, life, and matter: topics in the histories of science, technology, and media**

Spring 2009. Three credits.

Orit Halpern

This course will be a preliminary survey of the latest methodological and theoretical approaches in science and media studies as they intersect with critical history and historiography. Topics to be covered will include histories of subjectivity, race, and gender in relationship to the life and information sciences; post-humanism; the production of "nature" and "culture" as categories of analysis and structures for the production of historical time; and histories of representation and perception. Students read texts from science, history and philosophy of science, and media studies. Readings may include: Gilles Deleuze, Georges Canguilhem, Bruno Latour, Michel Foucault, Fredrich Kittler, Hayden White, William James, Henri Bergson, Charles Darwin, Elizabeth Grosz, Donna Haraway, and others. Cross-listed with Sociology, GSOC 5050.

**Ghis 5117 the great war in narrative perspective(s)**

Spring 2009. Three credits.

Ann-Louis Shapiro

The legacies of World War I continue to be felt nearly a century later. Because it was a "total war," it drew virtually all aspects of human life into its orbit. Yet these legacies have been understood differently by authors writing in different times, in different genres, and within different historiographical frameworks. This course explores the various resonances and interpretations of the "Great War" by asking: How did eyewitness accounts shape the war story? How did the understanding of the war's legacies change in light of subsequent conflicts? What role did novelists and filmmakers play in telling the war story? And how have popular accounts intersected with those of professional historians? What are the important differences of interpretation that have emerged from various analytic frameworks? In addressing these questions, the course uses primary and secondary documents, novels, and films to explore the creation and transformation of historical knowledge. Cross-listed with Liberal Studies, GLIB 4505.

**Ghis 5118 becoming other: mimesis, alterity, and history in time-based media**

Not offered 2008–09. Three credits.

Orit Halpern

This course explores how genealogies of time-based media might serve as critical tools to think about difference. Our focus in the course is twofold. First, we explore methodological approaches to the history of technology, media, and subjectivity. Some questions we investigate are: How can we expand our conception of "media?" How would we approach a history of the senses and perception? How would one even historicize the very idea of time? Second, we inquire into the ethical possibility such historical inquiry might offer for rethinking subjectivity, difference, and politics. Some of the questions we investigate: How might we consider these new historical forms of inquiry as modes of thinking about difference? How do different accounts of mimesis, performance, and temporality specific to time-based media help us think about subjectivity, politics, and aesthetics? How can these historical approaches complicate our thinking about nature and culture, machines and organisms, ourselves and others?

**Ghis 5119 iran in revolution: 1800-present**

Fall 2008. Three credits.

Neguin Yavari

By the time the Qajar dynasty established itself in Iran in 1779, Shi’ism had already established its religious hegemony over Iran and the 18th and 19th centuries saw further evidence of its consolidation and institutionalization. How does the religious architecture of Shi’ism help explain the Constitutional Revolution of 1905–1911 and the success of the Islamic revolution in 1979 in the absence of a strong Islamic movement? And why did Iranians, clerical and lay, and in the heyday of colonialism, turn to a Western-inspired ideology in the early decades of the twentieth century, and then turn completely against Westernization some seventy years later? This course studies social change in Iran during the past two centuries, focusing on the interaction of political thought with religious authority and cultural transformation, to suggest that the Islamic revolution of 1979 is better explained in the lexicon of revolutionary transformation than in that of religious resurgence or a revival of the past. Readings will include Bayat, Bulliet, Goldstone, Khomeini, Moaddel, Moattahedeh, Owen and Skocpol. Cross-listed as GHIS 5119, and as LHIS 4514. Cross-listed with Political Science, GPOL 5119.

**Ghis 5120 the history of race and slavery in the new world**

Spring 2009. Three credits.

Robin Blackburn

This course furnishes an overview of successive forms of racial oppression in the history of the Americas, with a special focus on the rise and fall of black slavery in the New World covering all parts of the hemisphere, and the whole period 1492–1888. It looks at the ideologies that inspired colonial conquests and settlement in the New World and at the shape of early colonial society. It seeks to explain why Europeans brought African captives to the Americas, and to explore the dynamic of the slave plantations and their link to the development of capitalism. It also looks at the growth of a new social world in the wake of the Atlantic boom of the 18th century and of the revolutionary struggles to which this gave rise in Haiti and elsewhere. Special consideration will be given to the ethnic identities that emerged in the later colonial period and at the relationship of newly independent American states to slavery and race. Slavery was destroyed in the course of a momentous series of wars and revolutions whose course and connections will be considered. Black anti-slavery and white abolitionism became significant and innovative social forces. The experience of slavery itself gave rise to a powerful African-American cultural legacies, but the course will also seek to explain why the suppression of slavery was succeeded by new forms of racial oppression. Cross-listed as LHIS 4465.

**Ghis 5122 readings on the right**

Fall 2008. Three credits.

Julia Ott

The class offers a workshop in historical research and writing, with an emphasis on the evolution of conservative thought and politics in the United States. We will trace continuity and change in the meaning of the "conservative" label and in the nature of the groups that identify, or are identified with, conservatism. Students will encounter a range of conservative thinkers, evaluate historians’ analyses of conservative movements, and produce an original research paper. This course fulfills the qualitative methods requirement for an MA in political science. Cross-listed with Political Science, GPOL 5122 and LHIS 4506.
GHIS 5123 Radicalism and Its Discontents: The 1960s–Present
Not offered 2008–09. Three credits.
Eli Zaretsky
This course is a history of the Left since the 1960s including the women's movement, gay liberation, ecology, European social democracy, Solidarity and the Samizdat, anti-globalization, global feminism, Middle East democracy movements, and the Chinese "new left." Cross-listed as GLIB 5515, GPOL 5020, and LHIS 4515.

GHIS 5124 The Middle East: Paradoxes of Modernity & Democracy
Spring 2009. Three credits.
John VanderLippe
In the modern era, the Middle East has been shaped by three great forces: Western domination; expansion of modern states and militaries; and popular demands for sovereignty, autonomy, inclusion, and justice. State-sponsored reform movements, ranging from the Ottoman Tanzimat (Reorganization) to Kemalism, Nasserism and Ba'athism, to Islamism, have responded to exogenous and indigenous pressures with attempts to modernize political, economic, and cultural institutions. But herein lies the paradox of modernity and democracy: statist reform movements have produced powerful bureaucracies and large militaries, but have failed to overcome economic stagnation or lead to democratic, egalitarian, just, and free societies, thus calling into question assumptions that modernity and democracy are intrinsically linked.

Beginning with an examination of Western and Muslim writers' views on state and society, this course explores historical relations between the Middle East and West; development of modern states and militaries in Turkey, Egypt, Iran, and Iraq; and intellectual and popular resistance movements, to explore answers to the question: Is democracy possible in the 21st century Middle East? Cross-listed with Political Science, GPOL 5124.

GHIS 5125 America's Empires: The Historical Perspectives
Not offered 2008–09. Three credits.
Oz Frankel
Empire is a keyword of our time. It has been in frequent use since the American invasion of Afghanistan and then Iraq—either to celebrate or to castigate U.S. foreign policy—but even before 9/11, thinking of the United States in terms of empire informed the study of American history. This seminar addresses the utility and feasibility of empire as a term of analysis in U.S. history. It takes an expansive view of empire that includes diverse systems of domination and inequality, inside and outside the formal boundaries of the US, and aspects of private as well as public lives. The emphasis is the social, cultural, and daily dimensions of imperial power rather than diplomacy and strategy. Examples, from the conclusion of the eighteenth century to the middle of the twentieth, include western expansion, post Civil War Reconstruction, race and domesticity, and the global process of "Americanization," in other words, the transnational presence of the United States as a model for social relations, political structures, and popular culture. Cross-listed as HLIS 4567 and GSOC 5043.

GHIS 5127 U.S. Immigration and Changing Patterns of Integration
Not offered 2008–09. Three credits.
Aristide Zolberg
This course deals with social change and covers population history, with the contribution of immigration to population change, starting with the slave trade in colonial times, then with immigration policy, but also changing notions of citizenship and membership—referred to as "shifting boundaries"—and changing strategies of integration. Lastly, it deals with ongoing normative debates on immigration. Cross-listed as GPOL 5021.

GHIS 5128 Globalization and Anticapitalism in Historical Perspective
Spring 2009. Three credits.
Robin Blackburn
This course presents an account of the origins and development of globalization, of the social and political traditions that have contested capitalism, and of the new forms of collectivism in the modern world. The legacy and debates of 19th- and 20th-century socialism, liberalism, and anarchism are reconsidered in the light of the experience of the 20th century. The ideas of Marx and Proudhon, Engels and Bakunin, Kautsky and Lenin, Bauer and Bernstein, Trotsky and Luxemburg, the Fabians and the syndicalists, Mao and Fidel Castro, Keynes and Beveridge, Polanyi and Bookchin, and Fanon and C.L.R. James are scrutinized and shown to have continued bearing on the new forms of capitalism and collectivism in the 21st century. The calculation debate of the thirties and forties, which pitted Mises and Hayek against Oskar Lange and Maurice Dobb, are reexamined. The legacy of struggles for universal social security in the advanced countries are presented for the light it can shed on inequality and insecurity in the modern world. The question is posed as to how today's new social movements and anticapitalism measure up to new forms of corporate and financial power. The role of money managers and institutional funds in globalization is explored. The potential of consumers' campaigns, cultural contestation, social trade unionism, environmentalism, and pension fund activism are assessed in terms of their capacity to strengthen democracy and mount an effective challenge to capitalist power. Cross-listed as GSOC 5032.

GHIS 5131 Poetry and Protest: Local Cultural Identities in a Global World
Not offered 2008–09. Three credits.
Eiko Ikegami
Arts, poetry, and cultural practices often express sentiments of protest. The term poetry is used as a metaphor for various forms of aesthetic practices manifested in such forms as fiction, stories, poetry, performing arts, music, and fashion. Poetry can be a form of expressing protest in a variety of ways; direct expressions of political contention are only one way of connecting the dimensions of aesthetics and politics. Consequently, this seminar explores the dynamic relationships between poetry and politics from a variety of sociological viewpoints. Drawing from cases in various areas such as East India, Latin America, the Middle East, and Europe, this course explores the dynamics of forming local cultural identities expressed in the medium of popular cultural practices and aesthetics against the contexts of global and regional cultural intersections. The focus of our exploration lies in the dynamic cultural interactions between local and global in the formation of identities.

GHIS 5139 Markets in History: Interdisciplinary Approaches
Not offered 2008–09. Three credits.
Julia Ott
In this course, students develop a systematic method for exploring the historical relationships between capitalism, politics, and culture in the United States and assess what recent investigations of historical markets have contributed to social inquiry. Topics include the social construction of value and credit, the negotiation of risk and failure, exploitation and market resistance, systems of production and consumption and their relation to political and social identities, the institutional logic of corporations, the interactions between economic theory, financial logic, and political ideology, and the ability of markets to traverse national borders and transcend national histories. Readings include Karl Marx, Thorstein Veblen, Michel Abalafia, Walter Johnson, William Roy, Sidney Mintz, Jefferson Cowie, Michael Perelman, Roland Marchand, Marc Granovetter, and Lizbet Cohen. Cross-listed as LHIS 4570.
**GHIS 5153 Religion, Politics, and Society**  
Spring 2009. Three credits.

*Neguin Yavari*

The course begins with a theoretical study of social and economic changes occasioned by emerging global networks and the advent of modernity, and their influences on the shaping of Islamic political culture by the 19th century. A new religious landscape had already taken shape. Iran had become Shi'i, and religious and ethnic identities were conflated with political and national identities. Against this backdrop, Western encroachment, the genesis of resistance to the colonial order, and the primacy of sovereign states, began to subsume Islamic politics. The end of this period was marked by the domination of consciously constructed governance by the early 1900s, and an increasingly prominent role for merchants and professional classes in the political arena. The paradigm of "decline" has often been used to explain why modern nation states as in Europe did not appear in similar forms in the Islamic world (defined here as nations under Muslim rule). Rather than focusing on decline, this course pays close attention to the way Islamic societies changed in the temporal context of modernity, and how those transformations influenced their responses to Western encroachment, secularism, and nationalism. Authors include Amanat, Daniel, Mitchell, Mottahedeh, Quataert, and Schulze. 
*Cross-listed as LHS 4503.*

**GHIS 5233 Gender, Politics, and History**  
Spring 2009. Three credits.

*Elaine Abelson*

This course explores aspects of women's history and the history of gender in the United States over the past two centuries. The course stresses the themes of difference among women and between women and men as a means of examining the social construction of gender and the logic of feminist analysis and activity. Students learn the major themes in gender history, develop critical and analytical skills, and appreciate current and on-going theoretical (and controversial) debates. Students analyze key conceptual and methodological frameworks as gender, class, sexuality, power, and race. Readings use primary and secondary material. Students complete two papers and participate in student-led discussions. 
*Cross-listed as LHS 4500.*

**GHIS 5527 Women, Gender and the Production of Knowledge**  
Fall 2008. Three credits.

*Gina Walker*

This course examines the ambitions and achievements of a cohort of women intellectuals who, prominent in their own time but now largely forgotten, produced new knowledge that contributed to modern understanding. We concentrate on British women and their complex cultural inheritance, with reference to female scholars in adjacent cultures. Our chronological reach, 1702–1870, begins with the reign of Queen Anne and ends in the middle of Victoria's rule when women were first admitted to British universities and Parliament passed the groundbreaking Married Women’s Property Acts (1870 and 1882). We consider the relation between gender and genre in light of emerging academic discourses, the explosion of science, and the expansion of print culture. We look at the pioneering efforts of women in the republic of letters: Anna Jameson, the first English female art critic; Mary Wollstonecraft Shelley, professional life-writer of Vitoria Colonna, Manon Roland, and Germaine de Stael in *Lives of the Most Eminent Literary and Scientific Men of Italy, Spain, and Portugal and French Lives*; and women's invention of Shakespeare studies to forge new perspectives on national culture. We study scientific advances and popularizations by Priscilla Wakefield in botany, Jane Marcet in chemistry, and Ada Byron Lovelace in early computer technology; and polymaths Harriet Martineau and Mary Sommerville. We investigate the particular struggles of Catherine Macaulay, Mary Hays, Lucy Aikin, and Agnes and Elizabeth Strickland to be recognized as history writers. We contemplate the particular struggles of Caroline Herschel and her brother William; and Priscilla Wakefield and Carl Linnaeus. We compare the experiences of Elisabeth of Bohemia and René Descartes; Caroline Herschel and her brother William; and Priscilla Wakefield and Carl Linnaeus. We compare the experiences of Catherine Macaulay, Mary Hays, Lucy Aikin, and Agnes and Elizabeth Strickland to be recognized as history writers. We investigate women's proposals for female education in light of their own experiences as autodidacts and amid pervasive social anxiety about learned women. 
*Cross-listed with Liberal Studies, GLIB 5527.*

**GHIS 6005 New Approaches to American Economic and Business History**  
Not offered 2008-09. Three credits.

*Julia Ott*

Recently, scholars in the humanities have renewed their interest in economic behavior and institutions, while social scientists have turned their attention to the cultural contexts of markets. All emphasize that power relations, social norms, and historical precedent shape and constrain the economic behavior of both individuals and institutions. This seminar evaluates recent scholarship on the historical relationships between capitalism, politics, and culture in the United States. Through theory and case studies, the course exposes students to a variety of approaches. Topics covered include the social construction of value and credit, the negotiation of risk and failure, exploitation and market resistance, systems of production and consumption and their relation to political and social identities, the institutional logic of corporations, interactions between economic theory, financial logic, and political ideology, and the ability of markets to traverse national borders and transcend national histories.
GHIS 6104 Truth Productions
Fall 2008. Three credits.

Ann Stoler
This course explores the production of truth as an historically and culturally variable phenomenon. When and how is it that facts come to matter? When and why does the eyewitness account come to be a more credible truth? Under what conditions do rumors produce more reliable truths than being present? What is the relationship between torture and truth, between sincerity and deception, between narrative form and truth claims? Truth production takes different forms (confession, testimonials, truth commissions) just as it employs and produces different technologies (truth serums, psychoanalysis, torture, lie-detectors, dna sampling). Truth production is situated knowledge par excellence. How can we know the past is contingent on what we take to be plausible and reliable truth claims about the past, who counts as a credible witnesses, and what kinds of evidence are marshaled to back historical claims. Drawing on the work of Steven Shapin, Hayden White, Michel Foucault, Natalie Davis, and scholars of historical ethnography, we will look at “hierarchies of credibility” (documents, testimony, memory, rumor, visual vs. verbal evidence) and the conditions under which they change. Readings will be drawn from Truth and Reconciliation Commission reports, torture documents, court cases, and from the fields of philosophy, literature, and history as well as anthropology. This course is not open to first year graduate students. Cross-listed with Anthropology, GANT 6700.

GHIS 6105 Market Culture: Intro to Economic Sociology
Fall 2008. Three credits.

Eiko Ikegami
Economic sociology is one of the most vibrant fields within contemporary sociology, and many economic problems can be studied better by taking sociological considerations into account. This course provides an introduction to some exciting developments in the field. Topics include the problem of embeddedness, the issue of trust, varieties of capitalism, capitalism and the notion of strangers, and money as a cultural entity. Recommended for advanced graduate students. The course will also help students prepare for the field exam in economic sociology. Cross-listed with Sociology, GSOC 6100.

GHIS 6110 Cities and the Culture of Construction
Spring 2009. Three credits.

Carol Breckenridge
This course explores the relationship between mega-cities, design, and construction in the era of globalization. More specifically, students conceptualize the idea of the “construction site” with its technologies, practices and goals, scope, and scale. Conversely, various practices of urban destruction, demolition and reconstruction are explored. Two key organizing texts for the course are Guy Debord’s The Society of the Spectacle (1967) and Comments on The Society of the Spectacle (1988). These texts highlight the view of construction sites, in part, as spectacles.

This course will unearth the dialectic between construction and destruction in the 21st century’s world-wide urban explosion. China, whose urban world could be characterized as one large construction site, is said to be building one hundred cities with populations larger than 30 million each. Osama Bin Laden, whose resources came from one of the world’s largest construction families, invested his wealth in the construction of cities in the Sudan before shifting his attention to shaping the landscapes of jihad. Mega-cities like Mumbai are driven by speculation in real estate at various scales, from the gentrification of slums to the “malling” of obsolete textile factories. And, of course, the U.S. interest in Iraq might be described as a war of “mass construction” in which major companies like Bechtel and Halliburton swept in to make millions before the fires of “shock and awe” had even been put out. Cross-listed with Anthropology, GANT 6100.

GHIS 6133 Historiography and Historical Practice
Fall 2008. Three credits.

Oz Frankel
This course focuses on U.S. history to examine current permutations of historiographical interests, practices, and methodologies. Topics include identity politics, the culture wars, major trends and controversies in American historiography, the multicultural moment in historical studies, the emergence of race and gender as cardinal categories of historical analysis, the preoccupation with popular culture, the impact of memory studies on historical thinking, the recurrent agonizing over American exceptionalism, and recent attempts to globalize American history. Also examined are the intersection of analytical strategies borrowed from the social sciences and literary studies with methods and epistemologies of historicization that originated from the historical profession. This course should be taken during a student’s first year in the Historical Studies program. Cross-listed as GPOL 6133.

GHIS 6134 Historical Methods and Sources I: Latin American History
Spring 2009. Three credits.

Paul M. Ross
Historical Methods and Sources consists of two linked seminars designed to orient students to historical inquiry and equip them to undertake the writing of an MA thesis on a historical topic. This course has three specific goals: to develop fluency in several current models of historical practice; to develop practical skills for locating and interpreting primary historical sources; and to compose a proposal for an MA thesis that will be completed during the second semester of the two-semester sequence. With these goals in mind, the midterm assignment is a ten page “document collection” essay requiring students to collect, paraphrase, and contextualize five historical documents gathered from New York City libraries or archives. The final paper is a thesis proposal: a 15 page document sketching out the student’s topic and preliminary hypothesis, as well as the student’s sources and their locations. Weekly readings from the instructor’s area of expertise (Latin American history) are chosen to illustrate essential genres of historical writing (e.g. cultural, social, political, diplomatic, women’s history) and theoretical perspectives (e.g. Habermasian histories of public spheres, Foucaultian histories of crime and punishment). The course is not intended as a survey of the historiography of Latin America, but to provide a sampling of important trends. Please note: the written work in this class will deal with topics from students’ own areas of interest, and will not necessarily correspond to the course’s thematic emphasis on Latin America. This course is the first of a pair of seminars (with a single course number) meant to be taken during a student’s second year in the Historical Studies MA program. This course is also a requirement for PhD students who enter the joint doctoral program in Historical Studies without having been in a master's program at The New School for Social Research. Students register for the fall and spring sections of the course separately. The fall section of the course is a prerequisite for the spring section. Cross-listed as GPOL 6134.

GHIS 6148 Empire
Spring 2009. Three credits.

George Steinmetz
This course examines the politics, aesthetics, and theories of empire. It starts with a historical overview of imperial politics from Rome to the present. We then examine several prominent attempts to theorize empires. These theories are considered in relation to representations of empire more broadly, including literary and aesthetic ones. Students will write a research paper and be responsible for the readings in one or more sessions. Cross-listed with Sociology, GSOC 6148.
GHIS 6413 Doing Justice to the Past
Fall 2008. Three credits.
Ross Poole

“The past is not dead. It is not even past.” (Faulkner)
How much of the past survives in the present? Do members of the present generation have a responsibility to address past crimes and injustices? How extensive are our responsibilities to the past? What are the possibilities and the limitations of historical justice? Is there a place for forgetting? for forgiveness?
In the past 60 years, there have been three main ways in which societies have tried to deal with past crimes:
1) Trials for war crimes and human rights violations; for example, the Nuremberg trials, the Eichmann trial, and recent proceedings of the International Court of Criminal Justice.
2) Truth and reconciliation commissions, especially in transitional societies, for example, South Africa, Chile, Peru, etc.
3) Commemoration practices; for example, memorials, museums, commemorative rituals.
In this course, we discuss the advantages and limitations of each of these ways of dealing with crimes of the past. We will look at particular examples, we will also explore some of the theoretical questions involved. These include: the relationship between individual and collective responsibility; the choice between punishment, pardon and amnesty, and between remembering and forgetting; the relationship between memory and history.
Authors discussed include by Arendt, Jaspers, Benjamin, Habermas, Derrida. Cross-listed with Political Science, GPOL 6413.

GHIS 6424 Chapters in the History of the Book
Not offered 2008–09. Three credits.
Oz Frankel
This seminar takes as its starting point the current hype over the “new media” and collateral prophecies regarding the imminent death of the book, and examines the essential features of, and key episodes in, the history and sociology of the book, print, and reading in modern Europe and the United States. Since the invention of the printing press in the 15th century, books and print culture have been central to the shaping of Western culture and society. Nevertheless, only recently have scholars begun to explore critically and historically this crucial facet of modern life.
The seminar follows the role print and books had in the emergence of the modern marketplace and public sphere, and alternatively, their employment as tools of transformation during periods of social and political strife (e.g., the French Revolution). The material aspect of the production of books, their design as artifacts, and their dissemination are also investigated. Case studies from both sides of the Atlantic include the business of street pamphleteers in 18th-century Paris, the reading of handbills and banknotes in 19th-century New York City, and the 20th-century Book-of-the-Month Club. Other themes are the rise of authorship as a profession, the relationship between books and their readers, publishing and state authority, and the effects of Western-based print culture on other lands. Finally, we try to assess the durability and vulnerability of books, print, and information in the virtual spaces of the new technologies of communication.

GHIS 6267 Change and Continuity in the United States: American Political Development in the 20th Century
Not offered 2008–09. Three credits.
David Plotke
This course analyzes American political development from the turn of the 20th century to the present. What are the main continuities in American politics? How should we understand the origins and consequences of major phases of political change? These questions guide studies of important moments of conflict and transition. We examine Progressivism in the early 20th century, the New Deal, the post-WWII expansion of American international power, the political and cultural battles of the 1960s, and the rise of conservative political forces from the 1970s and 1980s through the end of the 20th century. We consider two recurring issues that have been the subject of sharp political conflict—the purpose and limits of economic regulation, and the size and composition of immigration into the United States. In assessing U.S. political development we are interested in relations between political and economic reorganization and popular movements. And we place political and social developments within the United States in comparative context. Cross-listed as GPPOL 6222.

GHIS 6455 Politics and Political Theory in the United States: Power, Participation, and Choice
Spring 2009. Three credits.
David Plotke
In the last half-century, political scientists, political theorists, and public figures in the United States have made a number of contributions to contemporary thought about politics. These contributions have come both from political science and from politics in the United States (most but not all of the participants have been U.S. citizens). The authors range widely in their political views and aims. They share a preference for democratic political arrangements, though their views of democracy and its advantages vary greatly. They also share a temperament that might be described as analytical-empirical—linking general claims about the dynamics of political processes with relevant empirical work.
We will consider the following subjects and authors: power (Dahl, Gaventa); political and social choice (Arrow, Riker, Olson); participation and representation (Putnam, Mansbridge); protest and civil disobedience (King, Jr., Malcolm X, Rawls); equality (Hochshild, Okin, Young); and justice (Rawls, Walzer). We will examine the relations between these efforts and politics in the United States in the last half-century, with a focus on this question: under what conditions do people manage to create theoretically original and practically significant works about politics? Cross-listed with GPPOL 6455.

GHIS 6802 Anthropology as a History of the Present
Spring 2009. Three credits.
Ann Stoler
In 1950, the don of British anthropology, Evans Pritchard, warned that anthropology would have to choose between being history or being nothing. What did he mean by that statement? How prescient was he in charting the direction that anthropology would take in the 21st century? This course explores the changing form and content of historical reflection in the making of anthropology as a discipline, a set of practices, and mode of inquiry. It starts at the notion that anthropological knowledge is always grounded in implicit and explicit assumptions about the ways in which the past can be known, how people differently use their pasts, and what different societies counts as relevant and debatable history. We will look at how different understandings of the relationship between history, culture and power and the concepts that join them—habitus, structural violence, cultural debris, imagined community, social memory, genealogy, tradition—have given shape to critical currents in ethnographic method and social theory. This course is required for MA and PhD students in Anthropology. Cross-listed as GANT 6050.
GHIS 6815 Politics of the Image in the Muslim World
Not offered 2008–09. Three credits.
Faisal Devji
Images lead lives and suffer deaths: They are produced, circulated, and destroyed not only by people but also together with them. Images represent people to themselves as well as to others, and their existence is entwined with the lives of those who make, use, and abandon them. The world of images is therefore a political world with its own modes of friendship and enmity, survival and destruction, even escape. In this course, we look at the lives and deaths of images in the Muslim world, a place whose politics is generally confined to books, ideas, and a limited repertoire of actions. And yet the production, proliferation, and profanation of images in this world is far more extensive than any book, idea, or political act. Does this world of images possess its own politics? Does it allow us to look at politics differently? Does the circulation of images define the limits of the Muslim world or does it breach those limits? We explore these and other questions by discussing themes like idolatry and iconoclasm, representation and modernity, dictatorial and revolutionary aesthetics, the image as commodity, and the spectacle of violence in several parts of the Muslim world.

GHIS 6841 The Idea of the Left
Not offered 2008–09. Three credits.
Eli Zaretsky
The idea of a left—a general idea, as distinct from that of any particular left—emerged at the time of the French Revolution; took shape in the writings of the utopian socialists, anarchists, and liberal democrats; and reached its classical formulation in the work of Karl Marx. In the early 20th century, the idea was distinguished from the idea of revolution. At the same time, liberalism and the left became indispensable to one another: liberal or social democrat regimes needed a left to give them steel, the left needed liberalism in order to breathe. In the 1960s, the idea was redefined once again or, from another point of view, forgotten. In this course, we concentrate on the 19th-century origins of the idea, but always bearing this long arc in mind. Readings include texts by Owen, Fourier, Proudhon, and, especially, Marx. Cross-listed with LHIS 4503, GLIB 5504, GPOL 6323, GSOC 6120.

GHIS 6847 Fascism and Theory: Latin American and European Approaches to Totalitarianism and Populism
Fall 2008. Three credits.
Federico Finchelstein
This graduate seminar examines theories of fascism, totalitarianism and populism from a historical perspective. The approach is topical and transnational rather than national; however, it emphasizes specific European and Latin American cases (Argentina, Germany, France, Spain, Italy) as well as sources and theoretical readings that include Hannah Arendt, Georges Sorel, Gino Germani, Antonio Gramsci, Jorge Luis Borges, and Georges Bataille. In addition, the seminar addresses the most recent analytical studies on these questions. Cross-listed with GPOL 6422.

GHIS 6990 Independent Study
Fall 2008, Spring 2009. One to six credits.
This is a student-initiated course that gives students the opportunity to pursue advanced research on a specific topic with the guidance of a faculty member. Permission of the instructor required.

GHIS 6994 Inter-University Consortium
Ellen Freeberg
For PhD students enrolled in courses at other universities in the NY area through a consortium arrangement.

COMMITTEE ON LIBERAL STUDIES

The curriculum developed by the Committee on Liberal Studies offers graduate training in intellectual history, cultural studies, and the art of fine writing, bringing together students of social thought, philosophy, the arts, and current affairs who wish to work on the quality of their prose while mastering new modes of serious inquiry, both academic and journalistic. Among the program’s faculty are distinguished writers and accomplished scholars. Special attention is paid to the main currents in Western thought—and also to the cutting edge of modern critical and multicultural theorizing. Our students learn about Plato, Kant, and Marx; Sophocles, Shakespeare, and Goethe—but also about Milan Kundera and Toni Morrison, Philip Glass, the structures of mass culture, and the logic of modern politics and the modern marketplace.

The program is designed to serve the diverse intellectual needs of both traditional and nontraditional students. Some students wish to enrich their education through our MA in liberal studies, others plan to seek a career in writing or journalism, while still others are proceeding toward a PhD in some discipline in the humanities or social sciences, either at The New School for Social Research or elsewhere.

Combining work in intellectual history and cultural studies, the committee serves the intellectual needs of both traditional and nontraditional students. Special attention is paid to the main currents in Western thought—from Plato and Aristotle to Nietzsche and beyond—as well as the application of cutting-edge theorizing to popular culture and modern art.

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Chair
James Miller, Professor of Political Science and Liberal Studies

Committee Members
Richard J. Bernstein, Vera List Professor of Philosophy
Robert Boyers, MA, 1965, New York University
Alice Cratty, Associate Professor of Philosophy
Stefania de Kennesy, Associate Professor, Eugene Lang College The New School for Liberal Arts
Randy Fertel, PhD, 1981, Harvard University
Isabelle Frank, Associate Dean for Undergraduate Studies, The New School for General Studies
Oz Frankel, Assistant Professor of History
Neil Gordon, Associate Professor, Eugene Lang College The New School for Liberal Arts
Noah Isenberg, Chair of Humanities, The New School for General Studies
Margo Jefferson, Associate Professor, Eugene Lang College, The New School for Liberal Arts
Paul Kottman, Assistant Professor of Comparative Literature, The New School
Elzbieta Matynia, Associate Professor of Liberal Studies and Sociology
Melissa Monroe, PhD, 1989, Stanford University
Jed Perl, MFA, 1974, Brooklyn College Graduate Division
Ann Snitow, Senior Lecturer in Liberal Studies
Jonathan Veitch, Dean, Eugene Lang College The New School for Liberal Arts
A New Kind of Program

In The New School for Social Research’s program in liberal studies, students are encouraged to take advantage of a faculty of renowned professors—and to learn about the fine art of writing from an equally distinguished group of journalist-researchers. An interdisciplinary program, liberal studies offers students the flexibility to design custom courses of study, organized around the production of an MA thesis.

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

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

In today’s world, students often feel the need to think twice before committing to more graduate work. Liberal studies offers a useful way to explore a number of different options. Some recent graduates are working as writers, painters, and musicians. One edits his own magazine. Others are working toward PhDs in a variety of disciplines, from philosophy, political science, and sociology at The New School to English at CUNY, film school at NYU, and art history at UC Berkeley.

Liberal Studies Curriculum

The liberal studies program is designed to facilitate interdisciplinary study and an independent approach to learning. At the same time, the program provides entering students with a core curriculum.

DEGREES IN LIBERAL STUDIES

MA Requirements

Thirty credit-hours of courses must be completed with a grade average of 3.0 or better. The courses taken must include GLIB 5101, Modernity and Its Discontents, normally at the start of the course of study, and GLIB 5301, Proseminar in Intellectual and Cultural History, normally at the end of the course of study. The remaining credits (normally 24) are electives, which may be taken within any department. Each student, with the help of a faculty advisor, will design a plan of study to meet his or her specific intellectual needs.

In addition, students must complete an MA thesis that presents the results of their research project.

MA Thesis

The composition of a thesis is, distinctively, a central goal of a master of arts in liberal studies. More than a piece of original written work, the thesis traditionally has been used as an exercise in the production of knowledge and as a rite of passage that introduces a student to the community of scholars. In the case of the MA thesis in liberal studies, these traditional goals are approached through the new interdisciplinary methods and theoretical perspectives of the program. Students are invited to examine a text, era, or contemporary subject in a way that sheds fresh light on topics ordinarily confined within established disciplinary boundaries. In addition, the MA thesis gives the student the advantage of having done a significant body of work that can form a solid foundation for further doctoral-level research and writing.

Recent MA theses include:

- Forgotten Victims: The Absence of the Roma in the United States Holocaust Memorial Museum
- Redemption Through Futility, Or: McSweeneyism
- The Abject Imagination: Studies in the Grotesque
- And Now: Eternity—On the Concepts of Immediate Experience and Phantasmagoria in Walter Benjamin’s “The Arcades Project”
Other Guidelines

The liberal studies program is designed to enable students to complete the MA thesis in two years of full-time work. A full-time course of study is not, however, required. Part-time students negotiate a timetable of their own, in consultation with their faculty advisor.

In their first semester at The New School for Social Research, each student is assigned a faculty advisor. The role of the advisor at this preliminary stage of study is to help students clarify their research interests and to use wisely the many different educational resources available at The New School. There are no limits on the courses that a student may choose; every course offered by the school counts toward the 30 course credits required for the MA. Students may take any course offered by the school that they consider appropriate to their scholarly needs. Whenever possible, however, students’ course work should harmonize with their prospective research projects; papers written for seminars might then be developed into a thesis.

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

After completing 18 course credits and in order to continue work toward the MA, students in the liberal studies program are required to submit a one-page preliminary thesis proposal to the program’s chair; they also are required to indicate which professor has agreed to supervise the thesis. Once this proposal has been accepted by the faculty advisor, responsibility for overseeing the student’s course of study shifts to the thesis supervisor. In this phase of their research, students may also elect to take an independent study course with their thesis supervisor, in order to facilitate their research and writing.

After completing 27 course credits, students are required to file with the program’s chair a five-page précis of the proposed thesis. While they are actively working on their theses, students also are required to attend the proseminar Intellectual History and Cultural Studies. This class functions as a workshop in which students submit their work in progress to their peers. The aim is threefold: to develop research strategies, to sharpen concepts and arguments, and last but not least, to produce a piece of polished writing that can appeal to the widest possible audience of educated readers.

The successful MA thesis is a piece of original work representing either a new interpretation or fresh research using primary source materials or both. Such papers normally consist of at least 40 and no more than 75 pages. The aim in writing the thesis is to teach students how to produce scholarly work that combines analytic rigor and intellectual passion. Although the Committee on Liberal Studies does not expect anything resembling a full-length dissertation, we do urge students who plan to continue toward a PhD to regard the MA thesis as a first draft of work that can be developed into a dissertation.

Use of Liberal Studies Work to Meet PhD Program Admission Requirements for Other Departments

The requirements for the PhD vary with each department. Students who wish to continue their studies at the doctoral level in philosophy, political science, sociology, or anthropology are free to prepare for that option by enrolling in the appropriate courses in those departments. In order to be admitted into any of these PhD programs, liberal studies students must meet certain requirements. Often, work done in liberal studies, including the MA thesis, may partially fulfill these requirements in other graduate programs. In each case, students should consult the relevant department and develop a coordinated program in consultation with members of the Committee on Liberal Studies and faculty in philosophy, political science, sociology, or anthropology.

LIBERAL STUDIES COURSES

I. Intellectual History

GLIB 5101 Modernity and Its Discontents
Fall 2008.
Jim Miller

An introduction to Liberal Studies at The New School for Social Research, this seminar brings new students together to explore a variety of themes and texts that epitomize some of the critical concerns of our age. Among the issues discussed are freedom and the problem of progress; the end of slavery and the implications of European world domination; new views of human nature; the idea of the avant-garde; and the moral implications of modern war and totalitarianism. Among the authors read are Rousseau, Kant, Goethe, Robespierre, Condorcet, Olaudah Equiano, Hegel, Marx, Dostoevsky, Joseph Conrad, Freud, Darwin, Ernst Junger, Georg Lukacs, Marinetti, Andre Breton, Tadeusz Borowski, Walter Benjamin, Hannah Arendt, and Michel Foucault. (Seminar, limited to 25 students.) Cross listed with Political Science.

GLIB 5528 Closer: Understanding Tragedy
Spring 2009.
Jim Miller

Through a close “reading” of different kinds of artworks—visual as well as verbal, musical, and abstract as well as philosophical and closely reasoned—this seminar acquaints students with a variety of analytic and imaginative ways to understand the meaning of tragedy. In order to provoke reflection, representations of the tragic in different media—including literature, art, music, and film—are juxtaposed and interpreted with the help of visiting teachers, expert in understanding the medium in question. One goal is to provide advanced students with in-depth, interdisciplinary knowledge of contemporary methods of criticism and interpretation. Another goal is to question the meaning of tragedy—and to reflect on the peculiarities of some contemporary representations of the tragic sensibility. During the semester, the class will be joined by a variety of guest teachers, including composer Stefania de Kennesy, art critic Jed Perl, literary scholar Paul Kottman, poet and literary scholar Robert Polito, and philosopher Simon Critchley. Works studied include the film No Country for Old Men; Oedipus Rex by Sophocles; texts by Aristotle and Nietzsche; “The Apology of Socrates” as described by Plato; paintings of the Passion of Christ; Bach’s St. Matthew Passion; etchings by Goya and Otto Dix; Beethoven’s Fifth Symphony; Shakespeare’s King Lear; plus additional works by Stravinsky, David, Nerval, Van Gogh, Foucault, Cormac McCarthy, Jim Thompson, and Betrand Tavernier.
GLIB 5526 On Nothing
Fall 2008.
Anthony Gottlieb
This course examines the ideas of nothingness, vacuum, and void, and their significance in Western thought. In philosophy, we start with the paradoxical and intriguing pre-Socratic Parmenides, who argued that one cannot “think of what is not,” and Plato’s responses to him. We look at the role of nothingness in the systems of various modern philosophers, including Bergson, Heidegger, and Sartre, and at the debate among contemporary analytical philosophers on the question of whether a “null universe” even makes sense. We also consider a question first raised by Leibniz: Why is there something rather than nothing? This question has been discussed by some of the liveliest recent philosophers, including Robert Nozick and Derek Parfit. We look at their treatments of it and at theological and scientific answers to it. In the history of science, we examine medieval and early-modern debates about the possibility of a vacuum, and what today’s cosmologists say about the concept of a vacuum in quantum mechanics. Lastly we look at existentialist angst about the void, starting with the oldest text—the Epic of Gilgamesh—and proceeding to Pascal, nihilism in 19th-century literature and 20th-century existentialism.

GLIB 5527 Women, Gender, and the Production of Knowledge 1702–1870
Fall 2008.
Gina Walker
This course examines the ambitions and achievements of a cohort of women intellectuals who, prominent in their own time but now largely forgotten, produced new knowledge that contributed to modern understanding. We concentrate on British women and their complex cultural inheritance, with reference to female scholars in adjacent cultures. Our chronological reach, 1702–1870, begins with the reign of Queen Anne and ends in the middle of Victoria’s rule when women were first admitted to British universities and Parliament passed the groundbreaking Married Women’s Property Acts (1870 and 1882). We consider the relation between gender and genre in light of emerging academic discourses, the explosion of science, and the expansion of print culture. We look at the pioneering efforts of women in the republic of letters: Anna Jameson, the first English female art critic; Mary Wollstonecraft, self-taught editor of the radical Annual Review; Mary Wollstonecraft Shelley, professional life-writer of Vitoria Colonna, Manon Roland, and Germaine de Stael in Lives of the Most Eminent Literary and Scientific Men of Italy, Spain, and Portugal and French Lives; and women’s invention of Shakespeare studies to forge new perspectives on national culture. We study scientific advances and popularizations by Priscilla Wakefield in botany, Jane Marcet in chemistry, and Ada Byron Lovelace in early computer technology; and polymaths Harriet Martineau and Mary Sommerville. We investigate new perspectives on the interactions of male thinkers with their female contemporaries, including the collaborative relationships of Elisabeth of Bohemia and René Descartes; Caroline Herschel and her brother William; and Priscilla Wakefield and Carl Linnaeus. We contemplate the particular struggles of Catherine Macaulay, Mary Hays, Lucy Aikin, and Agnes and Elizabeth Strickland to be recognized as history writers. We investigate women’s proposals for female education in light of their own experiences as autodidacts and amid pervasive social anxiety about learned women.

GLIB 4505 The Great War in Narrative Perspective(s)
Spring 2009.
Ann-Louis Shapiro
The legacies of World War I continue to be felt nearly a century later. Because it was a “total war,” it drew virtually all aspects of human life into its orbit. Yet these legacies have been understood differently by authors writing in different times, in different genres, and within different historiographical frameworks. This course explores the various resonances and interpretations of the “Great War” by asking: How did eyewitness accounts shape the war story? How did the understanding of the war’s legacies change in light of subsequent conflicts? What role did novelists and filmmakers play in telling the war story? And how have popular accounts intersected with those of professional historians? What are the important differences of interpretation that have emerged from various analytic frameworks? In addressing these questions, the course uses primary and secondary documents, novels, and films to explore the creation and transformation of historical knowledge.

II. Art, Literature, and Society

GLIB 5530 Art and Revolution: From Paris to St. Petersburg
Spring 2009.
Elizabeth Kendall
This course is about the Russian Revolution: the ideas behind it, the events that set it in motion, and the astonishing cultural and artistic experiments that emerged in its wake. We begin with the earlier revolution that served as model to the Russian: the French one of 1789, and the vision of total societal transformation it unleashed on the world. We will leap more than a century, into Russia’s decaying imperial regime, exploded in 1917 by a mass popular revolution, followed by an engineered revolutionary coup—followed in turn by wars of doctrine fought amid chaos. We examine eyewitness accounts of these events by journalists and memoirists; compare analyses from historians and revolutionary activists; and study the radical attempts, by artists in several media, to delineate the confounding new world of the revolution’s aftermath, even as they questioned their own artistic languages. Course authors and auteurs include historians and critics T.J. Clark, Hanna Arendt, Edmund Wilson, and Geoffrey Hosking; journalists John Reed, Emma Goldman, and Mikhaiıl Zoshchenko; memoirists Viktor Shklovsky, Vladimir Nabokov, and Nadezhda Mandelstam; musicians Igor Stravinsky and Sergei Prokofiev; artists Kazimir Malevich and Natalia Goncharova; poets Aleksandr Blok, Vladimir Mayakovsky, Anna Akhmatova, Marina Tsvetayeva and Osip Mandelstam; filmmakers Esther Shub, Sergei Eisenstein, Vsevolod Pudovkin, and Dziga Vertov.
GLIB 5508  The Avant-Garde

Spring 2009.

Terri Gordon

The avant-garde movements of the early 20th century ushered in a revolution on many fronts: a revolution in the arts, a revolution in political values, and a revolution in thinking itself. In this course, we examine central literary and artistic works of the European avant-garde, studying the movements of Italian futurism, German expressionism, Dada, and French surrealism. At the heart of this course is an inquiry into the crucial nexus of art and politics. What constitutes the central critiques made by the various avant-garde movements? In what ways did these movements induce social and political change? What legacy have they left on our political thinking today? Finally, what can we make of the complexities of the avant-garde? How can we understand the futurist leaning toward fascism, the anarchist stance in Dada, and the gender violence in expressionist art and literature? Attention is paid to the visual and verbal arts. We read the genres of poetry, prose, and drama, as well as manifestoes and political tracts. We also view slides of painting, photography, photomontage, and performance art. Works by André Breton, Leonora Carrington, Franz Kafka, Mina Loy, F.T. Marinetti, Tristan Tzara, and Frank Wedekind, amongst others are studied. Theoretical texts by Walter Benjamin, Bertolt Brecht, Peter Bürger, and Georg Lukács are examined.

GLIB 4654  The Modernist Imagination

Spring 2009.

Robert Boyers

The word modernism has come to stand for a great range of activities and ideas. Early in the 20th century it was often used to express an opposition to tradition and to conventions associated with realism and romanticism. Some influential modernists claimed that the new forms of art embodied a quasi-religious force with the capacity to redeem the chaos and nihilism of contemporary culture. Still others viewed modernism in exclusively aesthetic terms, praising its commitment to formalism, myth, and irony as an expression of “values only to be found in art” (Clement Greenberg). Modernism, however, is now widely felt to be a relic of times past. Although modernists like Joyce, Kafka, Proust, and Picasso continue to excite critical commentary, younger artists typically turn elsewhere for inspiration. What was modernism, and what precisely is the nature of its enduring value? In an effort to address these questions, the course examines a variety of primary works (by writers like Thomas Mann, Franz Kafka, T.S. Eliot, and Virginia Woolf and artists like Picasso, Duchamp, and Pollock) and a smaller number of critical texts (by Octavio Paz, Clement Greenberg, Lionel Trilling, and Susan Sontag). The course also devotes attention to three seminal modernist films: Ingmar Bergman’s Persöna, Federico Fellini’s 8½ and Jean-luc Godard’s The Married Woman.

GLIB 5509  Picasso: Artist of the Twentieth Century

Fall 2008.

Jed Perl

Picasso’s titanic achievement—as painter, sculptor, and printmaker—reflects nearly every aspect of 20th-century experience. And a close examination of his art and life can show us how one immensely fertile imagination grappled with all the crosscurrents of modern culture. From his early days in Barcelona’s hardscrabble bohemia to his later decades as a living legend on the Riviera, Picasso felt the pulse of modernity. His work embraces political radicalism and erotic experimentation, ivory-tower formalism and popular culture. Picasso was a man of paradoxes, and by exploring his contradictions we can gain unique insights into the challenges that any artist faces in the modern world. He was a traditionalist but also a nihilist, a man who remained true to his Spanish origins even as he passed much of his life in the cosmopolitan atmosphere of Paris. He painted not only some of the most delicately lyrical works of his century but also, in Guernica, the ultimate political protest mural. His close engagement with Braque in the invention of Cubism may be the grandest collaborative effort in all the visual arts. Yet at times he was the most solitary of creators, developing at the end of his life, in the prints of Suite 347, an unparalleled private erotic mythology. His friends and admirers included some of the essential authors and artists of his time (both Gertrude Stein and André Malraux wrote books about his work), but he was also the first artist to be wholeheartedly embraced by a celebrity culture. In class we examine a series of images and texts that are central to the understanding of Picasso ranging from his early studies of circus performers, to his surrealist mythologies, to the aesthetic views reflected in his writings. At the same time, students work individually on various aspects of his life and experience—from his political activism and possible anarchist sympathies, to his involvement with the performing arts, to the surrealist photography of his lover, Dora Maar, to his appearances in photojournalism and the movies. We also visit museums and print collections in order to gain a closer understanding of his technical innovations in painting, printmaking, sculpture, and collage.

GLIB 5529  Evil and Sin in Western Literature

Spring 2009.

Melissa Monroe

The problem of evil is central to any examination of the human situation. Philosophers and social scientists have taken various stances on this problem, as have different religious traditions. Some hold that people are essentially good, succumbing to evil only as a result of temptation or social pressure. Others maintain that we are fallen creatures who must constantly struggle to overcome our base impulses. Still others view human nature as essentially divided, a battleground between good and evil. Many recent thinkers would argue that all these viewpoints are meaningless, that the terms good and evil have no objective validity, referring only to socially constructed beliefs which vary enormously over time and space. In this course, we read texts from the Western tradition, which approach evil from various perspectives, both religious and secular. Some major themes include Satan and other personifications of evil, knowledge as temptation, transgression as heroic rebellion, the figure of the doppelgänger, and the allure of decadence. Our main focus will be on how these themes are addressed in works of literature, but we also read selections from nonfiction authors whose views will inform our discussion of the literary texts. Among the authors we read are Saint Augustine, Shakespeare, Goethe, Milton, Hawthorne, James Hogg, Dostoyevsky, Nietzsche, William James, Flannery O’Connor, Hannah Arendt, Stanley Milgram, Philip Zimbardo, J.M. Coetzee, Kazuo Ishiguro, and José Saramago.
GLIB 5501  Mythical Journeys—Then and Now
Fall 2008.

Ernestine Schlant
This course in world literature surveys some of the great myths that originated in the Mediterranean basin. After distinguishing between myths, epics, and fairy tales, we focus our attention on narrative journeys, beginning with Gilgamesh (third millennium B.C.E.), and proceeding to Isis and Osiris. We spend time with Homer’s Odyssey and Dante’s Divine Comedy. Since many of these classic narrative journeys are informed by religious or quasi-religious underpinnings, it may seem surprising that mythical journeys continue into the “secular” 19th and 20th centuries. In the course of our readings, we strive to create a new definition of the term “myth” and arrive, by way of comparison with the older narratives, at a more nuanced understanding of who we are today. Modern works will include Joseph Conrad, The Heart of Darkness; Alejo Carpentier, The Lost Steps; Paul Bowles, The Sheltering Sky; Andre Brink, The Other Side of Silence; Cormac McCarthy, All the Pretty Horses; and Franz Kafka, The Castle. Our discussions of these texts will take the form of an intellectual journey, in search of new insights into ourselves and contemporary culture.

GLIB 5507  Fundamentals of Culture and Society
Spring 2009.

Vera Zolberg
Critically analyzing the ways in which the term culture is used by social scientists and other scholars, we consider a broad range of activities and objects, ranging from the rarified to the ordinary, the prestigious to the commonplace. We consider culture in relation to certain groups’ power and authority in constructing and maintaining—or contesting and transforming—the symbols and legitimacy of art, science, popular cultural forms, and the shared meanings of life. Among the forms we examine are social status, gender, race, and other social identities. The theoretical orientations on which we draw derive from Weber, Durkheim, Marx, Bourdieu, R. Williams, Geertz, Goffman, the Frankfurt School, and the American production of an approach to culture.

GLIB 5529  Literature of War
Fall 2008.

Randy Fertel
Much of literature deals with intense experience; war literature by its very nature deals with some of the most intense experience imaginable. In this course we are concerned less with what the politicians and generals did and said, and more with soldiers experiences: how war poets, memoirists, and novelists shape the raw, chaotic experience of soldiers. Interdisciplinary approaches to the material include myth (of the hero), postcolonial theory, and trauma psychology. Documentary and feature films are watched and discussed. There will be weekly short papers (of two to three pages) posted on-line and an eight to ten page integrative final paper. Philip Caputo, Jonathan Schell, and Wayne Karlin have visited the class in the past to talk about their experiences and one may join us this year.

III. Cultural Studies

GLIB 5104  The Concept of Culture
Fall 2008.

Elzbieta Matynia
The preoccupation of many social thinkers with the phenomenon of “culture” long antedates J.G. Herder’s remark that “nothing is more indeterminate than this word.” Still, historians, sociologists, and anthropologists have shared a preoccupation with culture ever since. This seminar addresses the history of social thought, the sociology of knowledge, and studies of culture, and it explores the main debates surrounding the idea of culture and its development. Whether discussing the Greek notion of paideia, the Romantic ideal of genius, or the historiographic essays of the Annales historians of our own day, dynamics of two contrasting approaches to culture will be traced: the broad empirical and anthropological approach, and the narrower normative and “humanistic” approach. The readings—some of them passionate critiques of culture—include works by Plato, Aristotle, Vico, Rousseau, Herder, Goethe, Marx, Ferdinand de Saussure, Sigmund Freud, Fernand Braudel, J. Heuzingo, Ernst Cassirer, Mikhail Bakhtin, Kwame Anthony Appiah, and Samuel Beckett. Cross-listed with Sociology.

GLIB 5529  Gender, Identity, and Agency in a Globalizing World
Spring 2009.

Elzbieta Matynia
Recognizing that gender equity is still poorly reflected even in accountable democratic societies, this seminar focuses on the intersection of gender and citizenship. The course concentrates on postcolonial and postcommunist societies as they are challenged by both nation and globalization. The role of women in the early 21st century who are caught between local, national, and global pressures in new or newly-consolidated democracies, is examined. Various strategies through which local women (and local feminism) respond to these pressures are considered. The discussion on introducing change in the context of movements for social transformation, or in the context of enabling democratic infrastructure, is informed by two key categories: identity and agency. Relationships between women and nationalist projects, between nationhood and identity, and between gender and public and private citizenship are explored. The relatively recent emergence of globalization—a supraterritorial system of interdependence—is considered for its gender implications. While examining the role of women in local settings and in global civil society, questions of the universality of human rights; the principle of gender mainstreaming; and the tensions between feminism, liberalism, cultural relativism, and multiculturalism are discussed. Finally, consideration is given to the prospects for (and implications of) global feminism in a global civil society. Cross-listed with Sociology.
GLIB 5148  The Social Construction of Memory
Fall 2008.
Vera Zolberg
Remembering and forgetting, usually thought of as individual matters, have social dimensions as well. In this course, we analyze the theoretical foundations of memory as a collective process. Through the classic writings of Halbwachs, Benjamin, and more recent theorists, we consider how memory is constructed, its functions for social cohesion, its durability and dynamics. We confront classic approaches with recent writings that treat collective memory as multivocal and divisive, and analyze their contribution to the formation of national, ethnic, and gender identity. In addition to written texts, we consider the uses and impact of film and other media on the construction of memory and history.

GLIB 5525  Eros, Kinship, Culture
Fall 2008.
Jed Perl
This course considers various ways in which love, or eros, has been regarded as incompatible with, yet always born from, the context of social, civic, or political life. We read some key texts in philosophy and social theory that treat this problem, from Plato and Hegel to Freud, Levi-Strauss, Foucault, and others. We also follow as our guiding model the most significant poetic-literary treatment of the problem: the myth of Romeo and Juliet, from Ovid through Shakespeare and beyond. The story of Romeo and Juliet allows us to rethink two questions that continue to resonate at the edges of contemporary social theory: 1) What are the conditions for a desirable human attachment without the cooperation and mediation of family, society, culture, a shared language, or sense of history? 2) Why should the fate of such an attachment be predominantly represented as tragic; and might it be figured—indeed, lived—in any other way?

IV. Writing and Criticism

GLIB 5112  Methods of Cultural Criticism
Fall 2008.
Melissa Monroe and Christopher Hitchens
A team-taught seminar, this course focuses on the elements of a strong writing style and on how writers concerned with political and cultural issues deploy various rhetorical techniques in order to entertain and outrage, provoke and inspire. A part of the class, consisting of a close evaluation of student essays in cultural criticism under the direction of Ms. Monroe, also includes reading key texts by a variety of cultural critics, including Matthew Arnold, Mark Twain, W.E.B. DuBois, H.L. Mencken, George Orwell, Jean-Paul Sartre, Lionel Trilling, Hans Magnus Enzensberger, Joan Didion, and Edward Said. In the sessions that he leads, Mr. Hitchens analyzes several exemplary cultural critics and discuss his own experience as a public intellectual. Our goal is to understand better how cultural critics make specific literary choices in order to elicit a political and cultural response from their readers.

GLIB 6301  Proseminar in Intellectual History and Cultural Studies
Spring 2009.
Melissa Monroe and James Miller
An intensive workshop for students writing theses, this proseminar is organized through an ongoing process of peer review supervised by the professor. The aim is to create a collegial environment that helps students improve their writing and also helps them meet the challenge of refining and revising a scholarly essay. This course is required for all students within the Liberal Studies program. Before they can register for the course, Liberal Studies students are required to have a thesis advisor and an approved thesis topic.
The Master of Science in Global Finance at The New School for Social Research offers professional international financial training through the completion of an intensive 12-month program. This new program combines academic excellence with practical knowledge, as the curriculum combines rigorous coursework taught by the field’s most respected academics with professional internships and application training in a state-of-the-art trading floor.

The New School Global Finance Experience

**Tools and Information Sources for Financial Training**
The Global Finance Program at The New School offers state-of-the-art information sources and the quantitative tools and techniques necessary for training the 21st century international financial professionals. Our trading lab, equipped with Bloomberg and Reuters terminals, cutting edge statistical software, and practical trading applications, provides an optimal learning environment to gain real-world experience. The trading room’s videoconferencing facilities provide a permanent link with global markets and permit daily interactions with international academics and professional practitioners. The program fuses traditional coursework with practice based financial applications through the use of Bloomberg terminals and financial software. Emphasis is placed on basic math for finance, practical stochastic calculus, and financial econometrics. Our approach is not theoretical, but concentrates on the basic tools that will be used in practice.

**Financial Analysis and Engineering**
Financial engineering is where all the issues of global finance come together. The pricing of various derivative products, and construction and reverse engineering of complicated structured products are the main topics. Through case-study intensive coursework, participants learn how to price structured and derivative products using spreadsheet pricing tools, and practical examples are introduced for risk and scenario analysis. Group work is a core focus.

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**Program Director**
Salih Nefcici, Professor of Economics

**Program Coordinator**
Leslie Wang
Please consult with the Program Coordinator for current registration and admissions information.

**MS Requirements**
Thirty Credit-Hours of courses must be completed with a grade average of 3.0 or better. Students are required to complete the eight core courses and two electives of choice for the conferral of the MS degree.

**GLOBAL FINANCE CORE COURSES**

**GFIN 5001 International Financial Markets: Strategies and Theory**
The theory part of the course will discuss the role of uncertainty in financial decisions, arbitrage theories of pricing, theories for complete and incomplete markets, CAPM and beta type academic models, and static and dynamic portfolio theory, the arbitrage-free pricing models of Arrow-Debreu securities and extensions, intertemporal asset pricing theory using Euler and Bellman equations. In the strategy portion of the course basic principles of international finance are discussed, such as balance sheets (aggregate balance sheets, household balance sheet, government balance sheet, equity and debt of firms, foreigners vs. domestic assets, major asset classes), theory and empirics of exchange rates, macro factors and exchange rates, and international portfolio theory.

**GFIN 5002 Quantitative Finance**
The course covers basic mathematical tools for derivatives. Focus is given to the basics of stochastic calculus. It’s lemma and its applications are covered extensively. Stochastic differential equations and Partial differential Equations are discussed. The course contains several examples to Martingale representation theorem and has overall an applied perspective. The second part of the course deals with numerical methods such as Monte Carlo and discretisation of differential equations and of Partial differential equations. The course ends with a discussion of Markov Chan Monte Carlo.

**GFIN 5003 Risk Management: Intro to Risk Management; Regulations and Financial Markets; Fixed Income and Credit Markets**
Risk management course is divided into two parts. The first part is the basics of market and credit risk. This will be covered intensively. The framework will be similar to the approach used in JP Morgan's Riskmetrics and Creditmetrics. The idea here is to make sure that every participant knows the basic risk management the way it is practiced in the markets. The course also deals with the information from across the organization, combine different instrument type into one portfolio, perform scenario and stress tests, calculate at-risk measures and deliver a customized report. Credit risk management methodologies are becoming increasingly sophisticated. The second part of the course proposes an overview of the most recent techniques used in credit risk management. It is aimed to let the participants learn about the new models in this fast developing area. New instruments, new securitization methods are discussed. Examples taken from well-known cases will underline the importance of an adequate credit risk management system. An essential part of this course is the discussion of the leading risk management and book maintenance software available to financial institutions.

**GFIN 5004 Quantitative Techniques in Finance**
This course covers and reviews the basics of financial accounting as well as the measurement, and reporting of the financial effects of various shocks on financial institutions. Topics include accrual accounting concepts; transaction analysis, recording, ad processing, preparation, understanding and analysis of financial statements. These include income statement, balance sheet, and cash-flow statement. Accounting treatment of depreciation of assets; accounting for investments; and accounting for liabilities and present value concepts are also covered. The second part of the course covers accounting issues for derivatives. FASB rules are covered from a practical angle.
GF 5101 Trading Course I
This is “Lab course” focused on the applications of credit, foreign exchange and bond markets. The trading course provides training in the trading mechanics while applying conventions of market practice. Students conduct simulations of actual trading through case studies and portfolio management assignments. One of the purposes of the trading course is to make the student familiar with the practical aspects of back office practices.

GF 5102 Trading Course II
Lab course focused on the applications of equity and emerging markets. The trading course provides training in the trading mechanics while applying conventions of market practice. Students conduct simulations of actual trading through case studies and portfolio management assignments. One of the purposes of the trading course is to make the student familiar with the practical aspects of back office practices.

GF 5301 Professional Financial Internship
The internship provides the opportunity to receive credit for professional training and practices related to the degree. Students are expected to engage in such training for at least 5 weeks. It will take place at the banks, financial institution, security house, regulatory agencies and multinational institutions. Students meet at the end of internship with advisor and submit a written report at the end of internship.

GF 5302 Capstone Course
During the final semester (summer) of the program students will take part in two weeks of an intensive summation of the program where course content, trading room simulation and the knowledge gained from the internship will be culminated through a critical discussion of financial data sets, simulations, and evaluation exercises.

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

CENTER FOR ATTACHMENT RESEARCH
The Center for Attachment Research (CAR), recently fully inaugurated, has its origins in the 2004 arrival to The New School for Social Research of Associate Professors Miriam and Howard Steele. They brought with them from England a determination to apply attachment theory to clinical and applied research questions concerning child, parent, and family development. CAR activities revolve around a number of initiatives involving New School for Social Research, Parsons, and Lang students and faculty, as well as external institutions with shared agendas.

Two main research initiatives currently occupy “front burner” positions. The first applies state-of-the-art assessment techniques to inform therapeutic interventions with families facing challenges in their relationships with their adoptive and fostered children. CAR work is informed by well-tested methods for understanding and promoting family well-being across generations. Young adults and parents are interviewed concerning their thoughts and feelings regarding their attachment histories. The protocol followed is known as the Adult Attachment Interview, the strongest available predictor of parenting behavior and probable child outcomes. We also rely on a range of other reliable measures of social and emotional functioning for people of every age across the lifespan. A current project with funding from the Spence-Chapin Adoption Services aims at improving the quality of care being provided to Chinese orphans living in Chinese Child Welfare Institutes from which many are adopted. Another funded project is examining sources of strength and resilience in young adults “aging out” of care in New York City.

The second main area of ongoing work at CAR is the study and assessment of children’s “emotional intelligence.” At the heart of this endeavor is our “Affect Task,” a cartoon-based assessment of children’s recognition of emotion or affect and their ability to attribute appropriate affects in and following interpersonal conflicts. We have previously shown how individual differences in children’s understanding of emotion reflect differences in the emotional climate within the family and teacher ratings of strengths and difficulties the children are facing. With the help of a devoted team of MA and doctoral students, data has been collected from school-age children in a range of settings in New York and tri-state area. This aspect of CAR work is benefiting from a close connection with the Parsons The New School for Design, where design students have been collaborating with psychology students on digitizing the task for wider use beginning in the fall of 2006.

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HANNAH ARENDT CENTER

Hannah Arendt, widely acknowledged today as one of the most influential philosophers of the 20th century, taught at The New School as University Professor from 1967 until her death in 1975.

The Hannah Arendt Center was established at The New School in the spring of 2000. The center is dedicated to preserving Arendt’s legacy and fostering the kind of participation in public life she exemplified. Digitization of the vast collection of papers Arendt bequeathed to the Library of Congress has been made possible by a generous grant from the Andrew W. Mellon Foundation. The New School’s Fogelman Library is one of three sites worldwide to provide online access to the entire archive.

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HUSSERL ARCHIVES

Established in 1966 in memory of Alfred Schutz, The Husserl Archives at The New School for Social Research is a research center for phenomenology and phenomenological philosophy under the direction of the Department of Philosophy. The center is in possession of a collection of copies of transcriptions of Edmund Husserl’s unpublished writings from the Husserl Archives in Leuven, Belgium. The Husserl Archives at The New School promote and facilitate research on the work of Edmund Husserl and phenomenological philosophy generally. The center’s activities include organizing small research groups, summer schools, seminars, and Internet projects that bring together international students and scholars working in a variety of fields in or related to phenomenological philosophy.

Beginning in 2003, a seminar connected to the Husserl Archives has been offered once a year by the Department of Philosophy. Scholars and advanced students in the field of phenomenology and phenomenological philosophy are invited to present and discuss their work in a seminar format. Future seminars will incorporate discussion of unpublished materials from the Archives or from newly published texts in Husserlana. The topic of the fall 2006 seminar will be The Architecture and Phenomenology of Light.

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INTERNATIONAL CENTER FOR MIGRATION, ETHNICITY, AND CITIZENSHIP

The International Center for Migration, Ethnicity, and Citizenship (ICMEC) is a collaborative undertaking involving scholars and researchers from The New School and other New York-area universities (including Columbia University, New York University, City University of New York, and Fordham University) that engages in scholarly research, public policy analysis, and graduate education bearing on international migration, refugees, and the incorporation of newcomers into host societies. The center was founded in 1993 as a collaborative undertaking of New York metropolitan-area educational institutions. It conducts research and policy analysis concerning the causes of large international migrations and refugee flows, the effects of immigration on the politics and policies of receiving countries, and the implications of these phenomena for contemporary notions of sovereignty and citizenship. The center promotes interdisciplinary inquiry and graduate education on these subjects. In addition, ICMEC hosts conferences, workshops, and community forums at The New School for Social Research to bring together international and area scholars, practitioners, and policy-makers.

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JANEY PROGRAM IN LATIN AMERICAN STUDIES

Ongoing struggles over social justice, equality, human rights, and political liberty in Latin America resonate deeply with the commitments of the New School for Social Research, reflecting many of the same concerns that led to the founding of the University in Exile in 1933 and have continued to inform and energize our work.

With generous support from Daniel and Susan Rothenberg, the Janey Program in Latin American Studies began in the 1991–92 academic year. The program supports fellowships for students from Latin America and the Caribbean who are pursuing graduate studies at the school, summer fellowships for fieldwork and research in Latin America and the Caribbean, an annual conference, lectures, and occasional visits to The New School by scholars from Latin America. The program’s ongoing Latin America: History, Economy, and Culture workshop provides an interdisciplinary space for students and faculty from the Inter-University Doctoral Consortium, as well as visiting scholars, to present and discuss their ongoing research. The workshop meets every other week at The New School for Social Research.

In 2007, The Janey Program entered into a partnership with the newly formed Observatory on Latin America (OLA), a university-wide initiative designed to link existing programs, research, faculty, and resources. The establishment of OLA comes at a time of political change and renewed interest in Latin America, as new leaders seek policies and approaches to strengthen democracy, establish new economic and social priorities, and promote social justice.
THE JOURNAL DONATION PROJECT

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

The project began in response to the critical need for this material in the former Soviet Union and in Eastern and Central Europe, where it had been unavailable for almost 45 years. The JDP library network now includes more than 250 libraries in 25 countries, including Russia, Nigeria, Vietnam, Indonesia, Cuba, and countries throughout the former Soviet Union and Eastern and Central Europe.

The JDP is currently funded by the Ford Foundation Hanoi for work in Vietnam; the MacArthur Foundation for work in Nigeria; The Carnegie Corporation of NY for work in Russia and the former Soviet Union (FSU), The Christopher Reynolds Foundation, Newman’s Own Foundation, Ford Foundation, Samuel Rubin Foundation, and OSI for work in Cuba.

Past funders also include: The Soros Foundation, The Andrew Mellon Foundation, The Ford Foundation—New York, The Ford Foundation—Moscow, United States Information Agency, Smith Richardson Foundation, The Eurasia Foundation, and Rockefeller Financial Services. Until 1995, the JDP was based entirely on the donation of subscriptions by publishers and editors. In 1996, however, a reduced-cost subscription program, introduced by participating publishers, enabled the JDP to sell journals to libraries at a significantly reduced rate. Currently, 250 publishers participate in the project, and the number of publishers continuously increases. JDP libraries receive approximately 6,000 journal subscriptions annually. The total value of the journals sent since 1990 is $14 million. Today, the JDP represents a major international library assistance program, offering more than 2,000 English-language journals to a vast network of libraries. These journals are among the best in the social sciences, humanities, law, public policy, business, medicine, technology, science, agriculture, arts, and architecture. Additionally, nearly 95 percent of the print titles are accompanied by complimentary electronic subscriptions.

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SCHWARTZ CENTER FOR ECONOMIC POLICY ANALYSIS

The Schwartz Center for Economic Policy Analysis (SCEPA), made possible through a generous gift from Irene and Bernard L. Schwartz, is the economic policy research arm of the Department of Economics at the New School for Social Research. The activities of SCEPA are organized around three broad areas: economic growth and development, equity and living standards, and employment. The center focuses on the United States economy, but always with an eye on global implications. The underlying purpose of SCEPA’s research is to determine the conditions under which a more stable, equitable, and prosperous economy is possible, both in the United States and globally, and to develop domestic and international policies necessary to bring about these conditions. Teresa Ghilarducci is the Irene and Bernard L. Schwartz Professor in Economic Policy Analysis and the director. William Milberg, associate professor of economics, coordinates program planning. Jeff Madrick is the director of policy research and editor of Challenge magazine.

The primary work of the center is organized around a number of faculty-student research teams. Each year the center hires a number of graduate student research assistants who are assigned to a faculty research leader. Current faculty-led research projects include the study of economic insecurity, especially with regard to retirement income, health care, and mandated savings; and a study of the equity and effectiveness of tax expenditures and Social Security reform is just beginning. Research on workplace standards and financial performance identifies the labor relations practices of the large publicly traded companies in the United States. Other important projects include: net borrowing trends in the U.S., the sustainability of U.S. trade and budget deficits, the effects of productivity growth on employment, and the evolution of the wages of American workers. A past project focused on the development of new indicators of employment and inequality: The Labor Market Indicators Project integrated job quality into measures of U.S. labor market strength. Another project developed a unique indicator allowing an international comparison of income inequality called the Vast Majority Income Index.

The center publishes its research in scholarly working papers and in a series of policy notes that are distributed widely. The center also supports a series of high-profile public lectures, workshops, publications, and conferences. The annual Schwartz Lecture features a major public figure in economic policy. Past speakers include Laura Tyson, Amartya Sen, James K. Galbraith, and Paul Krugman. The Robert Heilbroner Memorial Lecture on the Future of Capitalism Series features a distinguished, scholarly talk on long-term economic trends. These events are used to gain a greater understanding of questions of economic justice and how the profit-seeking activities of private firms might also serve broader social goals, such as the creation of good jobs, the improvement of public health and education, the diffusion of socially useful new technologies, and the reduction of economic inequality.

The center is also the sponsor of the David Gordon Award for the outstanding graduate student research paper and the annual student conference.

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Building on The New School for Social Research’s interdisciplinary tradition, the Transregional Center for Democratic Studies creates and conducts cross-departmental programs aimed at addressing special needs and opportunities for graduate study and advanced research in the new global world. Following the social and political transformations of recent years, when two contradictory processes—globalization and increasing fragmentation into ethnic enclaves—have come to dominate the imagination of both scholars and policy-makers, TCDS’s integrated set of activities draws on the concept of a region as a promising perspective from which to examine the complex relations between the local and the global.

The center’s programs, designed to foster a better understanding of how the concerns of “new” and “old” democracies are today beginning to converge, focus on the problems of democratic institutional design at the local, national, and above all, regional level, primarily in the five regions targeted by its activities—Central and Eastern Europe; Central Asia and the Caucasus; sub-Saharan Africa; and North America.

Concepts and Concerns: TCDS’s initiatives in its target regions rely on the center’s long-standing overseas partnerships, dating from semi-clandestine collaboration between members of The New School and independent scholars in Central and Eastern Europe during the 1980s. Today, the center’s expanded educational activities utilize a set of four analytical lenses to advance the study of how societies embedded in different cultural and historical contexts pursue their respective debates on, and solutions to common problems: democratization and diversity; civil society and civic life; globalization; development and equity. The center’s programs facilitate collaborative discussion, study, and research on the issues of democracy and democratization. By assisting in mutual learning and sharing of intellectual and social experiences, the center helps to shorten distances between geographically or culturally distinct regions.

While linking regions in order to enable a deeper and more textured understanding of the challenges of democracy in the contemporary world, TCDS’s programs are also aimed at building bridges between academic research and the “real world” of democratic practice, where policies and local strategies are designed and civic innovation comes to life. For this reason, the center’s partners and collaborators include scholars who are also actively involved in public life and in efforts to strengthen civil society.

TCDS’s four target regions reflect the range of interests of New School for Social Research faculty members who have cultivated links with these regions through more than a decade of scholarly contacts and academic partnerships. The center’s main project, the Transregional Learning Network, consists of annual Democracy and Diversity Graduate Summer Institutes in the target regions, collaborative teaching, visiting professorships, annual conferences, TCDS lecture series, TCDS Electronic Learning Networks, and the biannual TCDS Bulletin.

Under the aegis of the Transregional Center for Democratic Studies, the East and Central Europe Program, established in 1990, continues its collaborative projects throughout the region. These include joint courses and research, faculty exchanges, workshops, and lecture series. The program’s most widely known initiative is its annual Democracy and Diversity Graduate Summer Institute in Kraków, Poland, which is attended by students primarily from The New School for Social Research as well as from universities in Eurasia and other parts of the world.
JOURNALS

CONSTELLATIONS

*Constellations* is an international peer-reviewed quarterly committed to publishing the very best in contemporary political and social theory. With roots in the Frankfurt School tradition of critical theory, it brings together a plurality of perspectives, including those from the Continental and Anglo-American traditions. The journal is edited by New School professors Andrew Arato and Nancy Fraser and publishes articles by internationally known authors as well as promising young scholars. Past contributors have included Seyla Benhabib, Pierre Bourdieu, Jacques Derrida, Jürgen Habermas, David Held, Axel Honneth, and Ernesto Laclau. Twice a year the journal holds editorial meetings and discussions on topics of theoretical or political interest, which graduate students are welcome to attend.

*Constellations*
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GRADUATE FACULTY PHILOSOPHY JOURNAL

The *Graduate Faculty Philosophy Journal* is a professional publication dedicated to providing a forum in which contemporary authors engage with the history of philosophy and its traditions. Past issues have included contributions from Hans-Georg Gadamer, Jacques Derrida, Jürgen Habermas, and Reiner Schürmann. The journal publishes twice yearly and is edited and produced by advanced graduate students in the Department of Philosophy at The New School for Social Research.

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INTERNATIONAL JOURNAL OF POLITICS, CULTURE, AND SOCIETY

The *International Journal of Politics, Culture, and Society* provides a venue for articles and reviews on issues that arise at the intersections of nations, states, civil society, and global institutions. It is concerned with the interplay of macroscopic and microscopic structures and processes including changing configurations of ethnic groups, social classes, religions, and personal networks: the impact of social transformations, including new technologies of communication and media, on the order of public and private life. The journal is drawn to theoretical ideas and their connection to substantive normative concerns and encourages disciplined creativity. It is interdisciplinary in orientation and international in scope.

This quarterly publication is now being published by the Springer Publishing Company.

*International Journal of Politics, Culture and Society*
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THE NEW SCHOOL PSYCHOLOGY BULLETIN

The *New School Psychology Bulletin* (NSPB) is a semi-annual scholarly publication, edited entirely by graduate students, dedicated to the publishing of graduate student research. Launched in 2003 by New School for Social Research graduate students, NSPB aims to provide a new forum for graduate student work, as well as opportunities for students to participate in publishing and peer-reviewing throughout their training. In addition, NSPB aims to foster the scientist-practitioner model within a university psychology department by highlighting the diverse empirical research being conducted by graduate students throughout the subfields of psychology. Published work includes new research, empirical literature reviews, and letters to the editor.

*The New School Psychology Bulletin*
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SOCIAL RESEARCH

An award-winning journal, *Social Research* has been mapping the landscape of intellectual thought since 1934. Most issues are theme-driven, combining historical analysis, theoretical explanation, and reportage by some of the world's leading scholars and thinkers. Articles cover the social sciences and humanities, thus promoting the interdisciplinary aims that have characterized The New School for Social Research since its inception. Recent issues have focused on such themes as “Difficult Choices,” “Collective Memory and Collective Identity,” “Hannah Arendt: Political and Philosophic Perspectives,” and “Martyrdom, Self-sacrifice and Self-denial.”

Proceedings of the conference series, organized by the journal and launched in 1988, are also published. The conferences aim to enhance public understanding of critical and contested issues by exploring them in broad historical and cultural contexts. The fall 2008 conference will address “Free Inquiry at Risk: Universities in Dangerous Times,” and will take place October 29–31. On March 5 and 6 of spring 2009, the journal will host a conference titled “The Religious-Secular Divide: The U.S. Case.” Recent conferences have addressed “Disasters: Recipes and Remedies,” “Punishment: The U.S. Record,” “Politics and Science: How Their Interplay Results in Public Policy,” “Fairness: Its Role in Our Lives,” “Their America: The U.S. in the Eyes of the Rest of the World,” and “Fear: Its Political Uses and Abuses.”

*Social Research: An International Quarterly of the Social Sciences*
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Website: www.socres.org
OFFICE OF ADMISSION

The New School for Social Research offers programs leading to the master of arts (MA), master of science (MS), master of philosophy (MPhil), and doctor of philosophy (PhD) degrees. Application for admission is made through the school’s Office of Admission following the procedures outlined below. Admission applications for students wishing to be considered for fellowships and special scholarships must be completed by January 15. Applications received or completed after January 15 are considered for admission, financial aid, and other scholarships on a rolling basis. The deadlines for fall semester and spring semester applications are August 1 and December 1, respectively.

Most students applying to the school are seeking admission to an MA program. Students who have already completed an MA in an appropriate discipline may apply for admission to doctoral study. Students without an MA in a relevant discipline cannot be admitted directly into PhD study. Applicants for admission to graduate study must hold a bachelor’s degree from an accredited U.S. college or university or the equivalent degree from a foreign college or university. Students in the process of completing the bachelor’s degree may apply for admission that is contingent upon completion of the bachelor’s degree. Applicants must meet the admission requirements of the department or committee with which they plan to study, which are detailed in the department and interdisciplinary program sections of this catalog. International applicants must follow the procedures and deadlines described under the heading “International Applicants” in “Admissions Procedures.”

An offer of admission from The New School for Social Research is valid for the semester specified in the letter of acceptance. Applicants who are unable to enroll in the semester for which they were admitted may request an admission extension of up to one year. Requests for extensions of admission must be submitted in writing to the director of admissions. Extensiods of financial aid awards are not granted. Students who defer admission must reapply for financial aid by the December 15 deadline to be considered for fellowships and special scholarships.

Office of Admission
The New School for Social Research
65 Fifth Ave., room 101
New York, NY 10003 USA
Tel: 212.229.7510 or 1.800.523.5411 (toll free in the United States)
Fax: 212.989.7102
Email: socialresearchadmit@newschool.edu
Website: www.socialresearch.newschool.edu
Hours: Monday–Thursday, 9:00 a.m.–6:00 p.m.
Friday, 9:00 a.m.–5:00 p.m.

Admission Procedures

The New School for Social Research requires all applicants to submit their applications online. The online application, which may be found at https://apply.embark.com/grad/NewSchool/SocialResearch/26/, is designed to ease and expedite the admission process.

U.S. Citizens and Permanent Residents

A completed application consists of the following materials:

• Form. A completed online application for admission must be filed with the Office of Admission at The New School for Social Research.

• Transcripts. One official transcript from each undergraduate and graduate institution attended is required. Only official transcripts sent directly from the issuing institution to the New School for Social Research Office of Admission will be accepted. Applicants must supply certified English translations of all credentials that are not in English.

• Graduate Record Examination (GRE) Results. All applicants who are U.S. citizens or permanent residents are required to take the Graduate Record Examination (GRE). Exempt from this requirement are applicants who received their bachelor’s degree (or equivalent) five or more years prior to the date of their application. Only scores for the GRE General Test are required (i.e., applicants need not take subject tests). Applicants should request that the Educational Testing Service (ETS) send their GRE score reports to The New School for Social Research (ETS code 2501).

• Writing Sample. All applicants are required to submit a writing sample, in English, of ten to 20 pages. The sample should be academic in nature and may consist of a term paper, a published article, or similar work. To be considered for the PhD program in Anthropology, Philosophy, or Political Science, a more substantial writing sample (e.g., a master’s thesis or major research paper) is required, usually 40 or more pages in length.

Admission applications for students wishing to be considered for fall semester fellowships and special scholarships must be completed by January 15. An application is not considered complete until all items listed above have been received by the Office of Admission.

Applications for admission completed by January 15 are processed by mid-March. Admissions decisions will also indicate a scholarship determination for those who have requested institutional financial aid. Admitted students will receive complete details of their financial aid package in a letter that will follow shortly thereafter. Applications received or completed after January 15 are considered for admission and financial aid on a rolling basis, but applications for the fall semester received after August 1 or those for spring semester received after December 1 cannot be processed.

International Applicants

Applicants must complete all correspondence and forms in English. Guidelines of the American Association of Collegiate Registrars and Admission Officers and of NAFSA: Association of International Educators are followed in determining eligibility for admission of students holding degrees from non-U.S. institutions.

The New School is authorized by the federal government to enroll non-immigrant alien students. Once an international applicant has been admitted to a degree program, documented financial support, and demonstrated English language proficiency, an I-20 or DS-2019 form is issued. These forms allow the student to obtain an F-1 student visa or a J-1 exchange visitor visa for entry into the United States. International students on F-1 and J-1 visas must have their registration forms approved by The New School’s international student advisor.

Students holding J-1 exchange visitor status must carry insurance of at least $50,000 for health care, $10,000 for medical evacuation, and $7,500 for repatriation. Students in J-1 status may enroll in the university health plan with supplements to meet these requirements. Students should consult with Student Health Services to make sure they are enrolled in the appropriate plan.

The following materials are required from international applicants:

• Fee. A nonrefundable application fee of $50 in the form of a bank check or money order in U.S. dollars must accompany the application. Checks should be made payable to The New School. Payment by major credit card is also accepted. Applications submitted without this fee will not be processed.

• Transcripts. One official transcript from each undergraduate and graduate institution attended is required. Only official transcripts sent directly from the issuing institution to the New School for Social Research Office of Admission will be accepted. Applicants must supply certified English translations of all credentials that are not in English.

• Recommendations. Three letters of recommendation are required. When possible, recommendations should be from faculty members who have instructed the applicant in the field in which he or she plans to study. Due to the volume of applications received, the Office of Admission cannot accept more than three letters of recommendation. Additional letters will be disregarded.

• Repatriation. Students holding J-1 exchange visitor status must carry insurance of at least $50,000 for health care, $10,000 for medical evacuation, and $7,500 for repatriation. Students in J-1 status may enroll in the university health plan with supplements to meet these requirements. Students should consult with Student Health Services to make sure they are enrolled in the appropriate plan.

The following materials are required from international applicants:
• Form. See “Admissions Procedures” for U.S. citizens and permanent residents on the previous page of this catalog.
• Recommendations. See “Admissions Procedures” for U.S. citizens and permanent residents on the previous page. Letters of recommendation must be written in English or accompanied by a certified English translation.
• Fee. See “Admissions Procedures” for U.S. citizens and permanent residents on the previous page of this catalog.
• Transcripts. See “Admissions Procedures” for U.S. citizens and permanent residents on the previous page. International applicants must have their official transcripts translated into English; in addition, they must provide a course-by-course evaluation of their credentials from a participating member of NACES (www.NACES.org). The New School’s preferred provider is World Education Services, Inc. (www.wes.org).
• TOEFL Results. All applicants who are not U.S. citizens or permanent residents are required to take the Test of English as a Foreign Language (TOEFL) even if they have completed a degree at an institution where English is the language of instruction (including institutions in the U.S. or other Anglophone countries). Exempted from this requirement are applicants who are citizens or legal permanent residents of Australia, Canada, Ireland, New Zealand, South Africa, and the United Kingdom. To be considered for admission, applicants must attain a TOEFL score of at least 100 on the internet-based test (or 250 on the computer-based test, 600 on the paper test). Applicants should request that the Educational Testing Service (ETS) send their TOEFL score reports to The New School for Social Research (ETS code 2501). Only official score reports furnished by the Educational Testing Service will be accepted. For additional information, write: Test of English as a Foreign Language, Educational Testing Service, Box 899, Princeton, NJ 08541 USA. All students who are not native speakers of English must also take an English Language Writing Diagnostic Examination during registration. Based on examination results, students may be required to take one or two supplemental writing courses at no cost.
• Writing Sample. See “Admissions Procedures” for U.S. citizens and permanent residents on the previous page. The writing sample must be in English.
• Documentation of Financial Support. The New School is authorized to issue I-20 and DS-2019 forms only when documentation of the ability to finance educational expenses is on file. Available financing must be documented and properly certified on the financial portion of the I-20 or DS-2019 application forms, which will be made available to the international applicants who are admitted. At least $46,200 (in U.S. dollars) is required to support one year of study with The New School for Social Research. See “Admissions Procedures” for U.S. citizens and permanent residents on the previous page. Because of the time required for processing visa documents, an international application is unlikely to be processed if received less than two months prior to the start of term for which the application is submitted. Applications for the fall semester must be submitted by July 1, unless special permission is received from the director of admissions. For immunization requirements, see the “Registration and Expenses” section of this catalog.

Transfer Students

Transfer students must request that the registrars of all colleges or universities attended send official transcripts directly to The New School for Social Research Office of Admission. Transfer students follow the standard admission procedures and any transfer of credit will be governed by the procedures outlined in the section of this catalog titled “Degree Requirements.”

Visiting Students

Each year, The New School for Social Research accepts a small number of highly qualified applicants enrolled in universities outside the United States as visiting students. Applicants admitted to this status may enroll for either one or two semesters and are expected to register for the equivalent of a full-time course load (i.e. three courses, or nine credits per semester). If subsequently admitted to a New School for Social Research degree program, students may petition to have credits earned during visiting student study applied to the degree program. New School financial aid is not available to visiting students unless they are admitted as part of an official exchange agreement between The New School for Social Research and an overseas university or funding program.

The following materials are required for a visiting student application:

• Form. A completed application for the visiting student program must be filed with the Office of Admission at The New School for Social Research.
• Recommendations. Two letters of recommendation are required; forms are included in the application packet. When possible, recommendations should be from faculty members who have instructed the applicant in the field in which he or she plans to study.
• Transcripts. An official transcript from each undergraduate and graduate institution attended is required. Only official transcripts will be accepted. Certified English translations must accompany all transcripts and records that are not written in English.
• TOEFL Results. See “Admissions Procedures” for international applicants in this catalog.
• Fee. A nonrefundable application fee of $50 must accompany the application form. Checks should be made payable to The New School. Payment by major credit card is also accepted. Applications submitted without this fee will not be processed.
• Documentation of Financial Support. See “Admissions Procedures” for international applicants in this catalog.

Because of the time required for processing documents, a visiting student application cannot be considered unless completed at least two months prior to the start of the term for which the application is submitted.

Non-Degree Students

Students who are not pursuing degrees must be admitted to non-degree status before registering for courses. Non-degree students (i.e., those taking no more than two courses per semester) may register with The New School for Social Research’s Office of Admission for no more than two semesters or three courses, whichever comes first. A complete non-degree application consists of the application for non-degree study form, a $50 application fee, an official transcript indicating conferral of a bachelor’s degree, one letter of recommendation, and a one- to three-page statement of purpose. Non-degree continuing students are required to contact the school’s Office of Admission (socialresearch@newschool.edu or 212.229.7510) to register for all classes. Admission to 6000-level courses for non-degree students requires approval from the course’s instructor prior to registration. Nondegree students have full privileges at New School libraries and academic computing facilities. If subsequently admitted to a graduate degree program, students may petition to have credit earned during non-degree study applied to the degree program. Non-degree students may audit courses only if they take at least one course for credit during the semester in which they wish to audit a course. Unless specified otherwise, non-degree students follow the same policies as degree students for course grades and other matters.
Readmission

Students who have failed to register for four or more semesters must apply for readmission.* If readmitted, students must pay a readmission fee equivalent to maintenance of status for four semesters (according to the fee schedules for the four semesters immediately preceding enrollment), plus tuition or maintenance of status fees for the current semester. They must also pay university and divisional fees for the current semester.

Readmitted students must meet degree requirements as outlined in the catalog for the year for which they reenroll. Readmitted students are not exempt from time-limit requirements. Students who have exceeded the time limit for completion of the degree may be required to take additional course work as determined by their department or committee. Students readmitted to the program after more than ten years from the time of last matriculation at the school will be required to fulfill all degree requirements, including course work, again.

The following materials are required for readmission application:

• Form. A completed application for readmission must be filed with the school’s Office of Admission.

• Recommendation. One letter of recommendation is required. A form is included in each readmission application packet. When possible, the recommendation should be from a faculty member who has instructed the applicant in the field in which he or she plans to study.

• Fee. A nonrefundable application fee of $50 must accompany the application form. Checks should be made payable to The New School. Applications submitted without this fee will not be processed.

• Transcripts. One official transcript from each (if any) institution attended during the student’s absence from the school is required. Only official transcripts sent directly from the issuing institution to The New School for Social Research Office of Admission will be accepted. Applicants must supply certified English translations of all credentials that are not in English. International applicants must have their official transcripts translated into English; in addition, they must provide a course-by-course evaluation of their credentials from a participating member of NACES (www.NACES.org). The New School’s preferred provider is World Education Services, Inc. (www.wes.org).

Applications for reenrollment for students wishing to be considered for fellowships and special scholarships must be completed by January 15. Applications for reenrollment completed by January 15 will be processed by mid-March. Admissions decisions will also indicate a scholarship determination for those who have requested institutional financial aid. Applications received or completed after December 15 are considered for admission and financial aid on a rolling basis, but applications for the fall semester received after August 1 or those for spring semester received after December 1 cannot be processed.

Ownership of Application Materials

All materials submitted as part of any application for admission to The New School for Social Research become the property of The New School and cannot be returned to the applicant or transmitted to a third party. Applicants are strongly encouraged to copy all of the items submitted.

FINANCIAL AID

The New School for Social Research is committed to helping students meet their educational expenses through various types of financial assistance. Financial assistance is available to matriculated students in the form of scholarships, fellowships, assistantships, stipends, federal loans, and federal work-study. The aid comes from several public and private sources and is granted on the basis of academic merit and need. Some of these sources of aid are limited to U.S. citizens and permanent residents. Financial aid generally is available only to students taking at least nine credits per semester and is intended to support study during the academic year (i.e., fall and spring semesters). A minimum of six credits per semester is required for federal aid. Students who receive financial aid and want to enroll in summer session courses should contact the Office of Financial Aid. Applicants and students should note that non-tuition aid is taxable income for students. Equivalency credits do not qualify students for tuition scholarships.

While the university makes every effort to keep annual tuition increases to a minimum, students should anticipate tuition increases from year to year. At the same time, the school is committed to increasing its support for financial aid. In recent years, financial aid often has been increased at the same rate as tuition, and in some years at a higher rate. However, this does not mean that the full tuition increase has been or will be matched dollar-for-dollar by the increase in financial aid.

Continuing New School for Social Research students who apply for financial aid by the stated application deadline, take a full course load, maintain satisfactory academic progress, and continue to demonstrate financial need will be considered for a renewal of their scholarship awards for up to three years (or five years for clinical psychology students). Students who do not initially receive tuition scholarships are eligible to receive them if they subsequently qualify during their course of study. They should apply for institutional aid in accordance with the normal procedures and deadline for continuing students. Financial Aid award letters are emailed to students. Further details concerning the university’s financial aid policy may be obtained by contacting the Office of Financial Aid.

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 for Financial Aid
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 aid programs listed above must complete a Free Application for Federal Student Aid (FAFSA) using The New School's code of 002780 annually. 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, 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 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. 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 (COA), is the Your student expense budget, or Cost of Attendance (COA), is the foundation on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including subsidized and unsubsidized Federal Pell Grants, Federal Supplemental Educational 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 education-related expenses can be obtained by contacting Student Financial Services, or online at www.newsclassroom.finanancedaid@newschool.edu.

Forms, instructions, and program details are available from:
Student Financial Services
The New School
79 Fifth Ave.
New York, NY 10003
Tel: 212.229.8930

Forms can also be found in the Financing Solutions Guide online at www.newsclassroom.finanancedaid@newschool.edu. 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.

FELLOWSHIPS, SCHOLARSHIPS, ASSISTANTSHIPS, AND AWARDS

The office of Student Academic Affairs at The New School for Social Research coordinates all fellowships, scholarships, assistantships, and other institutional awards for the school.

Scholarship Application Procedures
The school awards scholarships on an annual basis. The fellowship and special scholarships application deadline for new students is January 15; the scholarship application deadline for continuing students is March 1. The following materials and procedures are used in the aid application process.

New Students
Students who wish to be considered for scholarships and fellowships must submit an application for scholarship support along with the application for admission to The New School for Social Research. Those who complete the application process by January 15 will be considered for New School Prize Fellowships and Dean’s Fellowships. Applications received or completed after January 15 are considered for admission and other forms of financial aid on a rolling basis.

Continuing Students
Continuing students who wish to be considered for scholarship funding for the first time must file the application for scholarship support for currently enrolled students. Students already receiving scholarship support do not need to submit a new application. An additional application and supplemental materials are required for the University Fellowship; the Statue Foundation Fellowship in Clinical Psychology for Immigrants and Refugees; and Dissertation Fellowships. All forms are available in the school's office of Student Academic Affairs or at www.socialresearch.newschool.edu/students/financial-aid-scholarships.htm. Completed forms are due March 1.

Assistantship Application Procedures
Department assistantships are generally made available to continuing students. Information regarding application procedures is available in the New School for Social Research Student Academic Affairs Office in early spring semester. The New School Provost’s Office offers offers teaching assistantship opportunities to eligible graduate students to assist with undergraduate courses. Information and application is available in early spring semester.

Eligibility for Scholarship Support
The allocation of institutional financial aid at The New School for Social Research is based both on academic performance and financial need. It is likely that awards will be extended through the first two (MA) to three (PhD) years of study if the student maintains steady and successful progress in a degree program and sustains financial need. Guidelines for the awarding of aid are established by the Committee on Admissions, Awards, and Scholarships. Only degree candidates are eligible for aid.

Students receiving scholarship awards that cover 15–33 percent of their tuition costs are expected to maintain a GPA of at least 3.4; students receiving scholarship awards that cover more than 33 percent but less than 100 percent of their tuition costs are expected to maintain a GPA of at least 3.6. Aid recipients can have no more than one-third of attempted credits incomplete and must comply with the incomplete policy, under which courses are expected to be completed within one year. Students can become ineligible for continued financial aid if they do not complete courses in a timely manner. The minimum GPA requirement for recipients of Prize and Dean’s Fellowships is 3.7. The school is rarely able to provide institutional awards to cover doctoral candidacy fees or tuition for students enrolled in less than full-time course work.

The minimum academic standards for non-institutional aid programs, such as Federal Stafford Loans, differ from the above standards and are generally less stringent. Current minimum academic standards for aid eligibility are available from the university's Office of Financial Aid. All aid recipients should note that carrying forward incomplete grades (such as I, NP, or N) to future semesters may jeopardize academic progress and result in disqualification from receiving all forms of aid, including federal and state funds. An academic review of all students is conducted each year, and students are notified by their departments as to their academic progress.
FELLOWSHIPS

Prize Fellowships
A limited number of prize fellowships are provided to incoming students of distinguished record who propose to work toward the PhD. Prize fellowships, which provide full tuition and a monthly stipend, recognize special accomplishment and are intended to allow students to devote themselves full time to graduate study. The fellowships are renewable for up to three years and are subject to annual review.

Dean’s Fellowships
For the 2007–08 academic year, at least one Dean’s Fellowship was provided to an incoming student of distinguished record in each department. The fellowships, which provide full tuition, are renewable for two years (MA students), three years (PhD students), or five years (clinical psychology PhD students) and are subject to annual review.

In 2003, the Dean’s Fellowship in Philosophy was named the David Whitaker Memorial Scholarship in Philosophy, in memory of a gifted philosophy doctoral student and a valued New School staff member, David Whitaker.

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

The Statue Foundation Fellowships in Clinical Psychology for Immigrants or Refugees
The Statue Foundation Fellowships in Clinical Psychology for Immigrants or Refugees are for students intending to apply to the New School Clinical Psychology PhD program, or for students who are already in that program. Applicants must be immigrants or refugees for whom, for one of any number of reasons, it would be impossible to obtain equivalent training and education in their home countries. It is expected that students supported by these scholarships will contribute to the education of both their fellow students and faculty about issues and concerns relevant to the experiences of refugee and immigrant communities, e.g., cultural issues, transition issues for immigrants and refugees, the impact of poverty, racism and prejudice, survival guilt, the effects of torture, etc. This will take place through informal interactions and, in the case of advanced students, through more structured formats, e.g., helping to organize and participating in special seminars and events. The fellowship recipients will also be encouraged to collaborate with faculty to develop treatment approaches that are both culturally sensitive and relevant to the specific concerns and issues that are common to members of their communities. Preference will be given to those who have previously demonstrated a commitment to working with or helping immigrant communities or refugees.

Named Fellowships
The following fellowships have been made possible through the generosity of donors. Most are awarded as Prize, Dean’s, and University Fellowships and partial tuition scholarships.

Frank Altschul Fellowship
This scholarship has been established through funds provided by the Overbrook Foundation to honor the long and influential association of Frank Altschul with The New School. The recipient is selected from among all scholarship applicants from the Department of Political Science. The award amount varies depending upon need and can provide tuition remission or stipend support.

Richard J. Bernstein Endowed Prize Fellowship in Philosophy
Established in honor of Richard J. Bernstein, Vera List Professor of Philosophy and former dean of the school, the Richard J. Bernstein Prize Fellowship in Philosophy is awarded to a distinguished philosophy student. Gifts establishing the Bernstein Prize endowment were contributed by members of the school’s board of governors, university trustees, and New School alumni.

The Imogen Bunting Fellowship
Established in memory of Imogen Bunting, a brilliant student and beloved member of the New School community who passed away in 2006 at the age of 25, this fellowship will be awarded annually to an outstanding graduate student who combines great scholarly promise with commitment to the ideals of justice and human rights.

Walter and Vera Eberstadt Prize Fellowships
These fellowships are open to students pursuing a doctoral degree in economics, political science, philosophy, or historical studies. The fellowships cover tuition and stipend and are renewable for up to three years. They are awarded principally on the basis of academic merit.

Ernestine Bradley Fellowship Fund
The Ernestine Bradley Fellowship Fund was established in 2006. The endowment for this fellowship came partly from the gifts of individual supporters and is intended for graduate students at The New School for Social Research.

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

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

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

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

The Abraam Kardasr Fellowship in honor of five-year-old Abraam Kardasr, who was born in Radchow, Galicia, in 1938 and perished in Radieschow in 1943.

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

The Genia Perelmutter Fellowship in honor of two-year-old Genia Perelmutter, who was born in Kzemeniec, Poland, in 1939 and perished in Kremnitz, USSR, in 1941.

The Moshe Sarchon Fellowship in honor of 13-year-old Moshe Sarchon, who was born in Rhodes in 1931 and perished in Auschwitz, August 16, 1944.

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

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

The Abraham Tabak Fellowship in honor of nine-year-old Abraham Tabak, who was born in Romania in 1935 and perished in Auschwitz on May 30, 1944.

Deborah Mitchell Fellowship
This fellowship, established in memory of Deborah Mitchell, is awarded annually to outstanding doctoral candidates in the Department of Political Science.

Janey Summer Research Fellowships
Awarded through the Janey Program in Latin American Studies, which was established in 1991 by the Rothenberg family, these grants support research in Latin America.
Ira Katznelson Fellowship
The New School Board of Trustees established this fellowship in 1990 in honor of Ira Katznelson, who served as dean of the school from 1983 to 1990. This fellowship is awarded annually to a student at The New School for Social Research in recognition of outstanding academic achievement.

Alexander and Iise Melamid Fellowship
This fellowship, established with a gift from Alexander Melamid (PhD in economics, 1951, The New School for Social Research) and Iise Melamid, a former registrar at the school, provides support for one prize fellowship and one dissertation fellowship recipient.

Jane Evans Fellowship
Established from the revocable trust of Jane Evans, The Jane Evans Fellowship provides support for Prize and Dean's Fellowships at The New School for Social Research. Dr. Evans, who died in 2004 at the age of 96, established the trust in 1996 with the university as one of three beneficiaries. Dr. Evans was an advocate for human rights and world peace. She was also a leader in the effort to aid displaced persons and other survivors of Nazi persecution. As chairman of the American Jewish Conference's Commission on Displaced Persons during WWII, she headed delegations to the United Nations Relief and Rehabilitation Administration.

Chiune Sugihara Fellowship
Established in 1995 with a gift from Vera List, a university trustee, this fellowship is in honor of Chiune Sugihara, who saved Jews from the Holocaust. The Sugihara Fellowship is open to students in all departments.

Alfred and Cecile Mundheim Fellowship
These fellowships, established in memory of Alfred and Cecile Mundheim, provide support for prize, Dean's, and dissertation fellowship recipients.

Named Scholarships
New School tuition scholarships are provided to assist outstanding students to pursue full-time graduate study. Recipients must study full time in order to be considered for this aid. The following named scholarships are granted to students as partial tuition scholarships.

Aron Gurwitsch Scholarship Fund
This scholarship, established in memory of Aron Gurwitsch, is awarded annually to an outstanding student in the Department of Philosophy.

August Hecksher Scholarship
Established in 2000 with a gift from Mrs. August Hecksher, this partial tuition scholarship is awarded annually to a student chosen from among New School for Social Research scholarship recipients.

Reba Kirson Monness/New School Associates Scholarship
This scholarship, established in memory of Reba Kirson Monness, an active member of the New School Associates, will be awarded annually to an outstanding student chosen from among New School for Social Research scholarship recipients.

Reiner Schümann Memorial Scholarship Fund
This scholarship, established in memory of Reiner Schümann, professor of philosophy at The New School for Social Research, is awarded annually to an outstanding student in the Department of Philosophy, chosen from among scholarship recipients.

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

William B. Steerman Scholarship
These Scholarships, established in memory of William B. Steerman, provide support for prize, Dean's, and dissertation fellowship recipients.

Fellowships and Scholarships for International Students
International students who qualify for aid must realize that the amount awarded rarely meets the cost of tuition and never matches the full cost of living expenses. All foreign applicants are urged to research all sources of aid from government and private organizations in their own countries before leaving, since it is extremely difficult to obtain aid after arrival in the United States. They also should not expect to find on-campus employment, as such opportunities are extremely limited. In addition, all fellowship or scholarship monies that come from U.S. sources and that are not designated for tuition or fees—such as stipends, travel grants, and grants for research expenses—are subject to a 14 percent U.S. taxation withholding rate unless, on the basis of a tax treaty, documentation can be submitted to the university exempting the student from withholding.

In addition to the fellowships and scholarships listed above, international students are eligible for the fellowships listed below. Except as indicated, no separate application is required; all incoming students whose applications are complete by December 15 will be considered. Recipients generally are chosen from among fellowship and scholarship recipients.

Dorothy Hart Hirshon Fellowship
Established by the board of trustees of the university in honor of Dorothy Hirshon, chairman of the board from 1980 to 1985, and in recognition of her enduring commitment to the ideals of the University in Exile, the Hirshon Fellowship each year enables a student from a nation in which intellectual freedom has been threatened or abridged to study freely at The New School for Social Research. The fellowship provides support for one year of study.

Janey Fellowship
Established in 1991 by the Rothenberg family in connection with the Janey Program in Latin American Studies, these fellowships provide support for incoming and continuing students from Latin America.

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

Vera G. List Fellowship
This fellowship was established in honor of the Netherlands and is awarded annually to a student residing in that nation. A panel of distinguished scholars from Dutch universities nominates recipients. The fellowship may be awarded within any department of The New School for Social Research and is for a one-year term. Students may apply to:

Netherlands America Commission for Educational Exchange
Herengracht 430
1017 BZ Amsterdam
Netherlands
Tel: 31 20 53 15 93 0

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Leo Model Fellowship
Established in 1993 by the Leo Model Foundation and friends of Leo Model, this fellowship is awarded to a student from Israel.

Guna S. Mundheim Fellowship
Established in 2003 with a gift from Robert Mundheim, a university trustee, and honoring his wife, Guna, a native of Latvia, this fellowship is awarded to a student from Latvia. The fellowship was established to encourage students from Latvia to study in the United States, with the hope that they will use the skills acquired at The New School for Social Research to contribute to the political and cultural development of Latvia.

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

The Ruth Westheimer Fellowship
Established in 1991 by Dr. Ruth Westheimer in recognition of the financial assistance she received as a New School student in the 1950s, this partial tuition fellowship is awarded annually to a student at The New School for Social Research. Preference is given to those who, like Dr. Westheimer, have come to the United States seeking intellectual and personal freedom.

Thanks to Scandinavia Scholarship
Awarded each year to a New School student, this award is made possible through a gift to the Thanks to Scandinavia Organization by the late Vera List and others, to show appreciation to the Scandinavian people for their assistance she received as a New School student in the 1950s. The scholarship is awarded annually to a student from Latvia. The fellowship was established to encourage students from Latvia to study in the United States, with the hope that they will use the skills acquired at The New School for Social Research to contribute to the political and cultural development of Latvia.

Frieda Wunderlich Scholarship
Established in 2003 with a gift from Robert Mundheim, a university trustee, and honoring his wife, Guna, a native of Latvia, this fellowship is awarded to a student from Latvia. The fellowship was established to encourage students from Latvia to study in the United States, with the hope that they will use the skills acquired at The New School for Social Research to contribute to the political and cultural development of Latvia.

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Ruth W. Berenda Fellowship
Established by an alumna of The New School in tribute to her beloved professors Max Wertheimer and Wolfgang Kohler, the Berenda Fellowship is awarded annually to an outstanding doctoral candidate in the Department of Psychology working in those areas of the field that were of central concern to the Gestalt psychologists (e.g., perception, memory, thinking).

Eberstadt Dissertation Fellowship Fund
The Eberstadt Dissertation Fellowship Fund was established in 1994 by members of the school’s Visiting Committee in honor of Walter A. Eberstadt, founding chair of the Visiting Committee and chairman from 1983 to 1994, and in recognition of his outstanding leadership and commitment to The New School for Social Research. This award is made annually to a promising doctoral candidate currently working on a dissertation.

Elinor Goldmark Black Fellowship for Advanced Studies in the Dynamics of Social Change
This fellowship has been established by Algernon D. Goldmark Black to enable outstanding PhD students at The New School for Social Research to pursue research focusing on the goal of furthering social change. The recipients of this fellowship will demonstrate commitment, through their studies, research, and personal lives, to furthering our understanding of such issues as peace, equality, and democracy, especially in the United States.

Brecht Dissertation Fellowships
This fellowship, established in memory of Arnold Brecht, is awarded every two years to an outstanding doctoral candidate in the Department of Political Science.

David M. Gordon Dissertation Fellowship
This fellowship, established in memory of David M. Gordon, will benefit students working on their dissertations in economics at the New School for Social Research, with priority consideration given to those students pursuing topics that were of major interest to Dr. Gordon.

Levinson Dissertation Fellowship
This fellowship, established by Barbara Levinson, is awarded to students who are completing their doctoral dissertations.

John R. and Elsie Everett Fellowship
This fellowship was established by the board of trustees in 1982 in honor of Dr. John Rutherford Everett, president of The New School for Social Research from 1964 to 1982, and his wife, Elsie, who so generously shared in his burdens and responsibilities. Saluting the growth and creativity that characterized President Everett’s tenure, it is awarded each year to students who have not only demonstrated truly outstanding academic ability, but also the originality of thought that marks the recipient as likely to make a significant contribution to knowledge, the arts, or the community.

Robert Heilbroner Fellowship
The Robert Heilbroner Fellowship at The New School for Social Research, which was established in honor of Robert Heilbroner, the beloved Norman Thomas Professor Emeritus of Economics who passed away on January 4, 2005, provides a dissertation fellowship to a doctoral candidate in Economics.

Hiram J. Halle Fellowship
This fellowship is awarded annually to doctoral candidates of outstanding merit who, in the opinion of the faculty, have given evidence of special competence and originality.

Alvin Johnson Fellowships
The Alvin Johnson Fellowships were endowed in 1969 through the generosity of Frank Altschul of New York City. The fellowships are awarded annually to doctoral candidates who show unusual scholastic promise.

Teaching Fellowships
The New School offers teaching fellowship opportunities for students who are enrolled in a PhD program. Fellowships at Eugene Lang College The New School for Liberal Arts, Parsons The New School for Design, and the New School for General Studies are awarded on a competitive basis. The application deadline for the 2009-10 cycle is expected to be in early October 2008. Further information regarding teaching fellowships is available from The New School for Social Research’s Student Academic Affairs, Starting in September 2008.

Dissertation Fellowships
Dissertation fellowships cover maintenance-of-status fees and provide modest research stipends for students pursuing dissertation work. They are awarded annually by the Committee on Admissions, Awards, and Scholarships.
Arthur J. Vidich Dissertation Fellowship
This fellowship, established in 2008 in memory of Arthur J. Vidich, will benefit students working on their dissertations in sociology at the New School for Social Research., with priority consideration given to those students pursuing topics that were of major interest to Dr. Vidich. These include, but are not limited to: community studies, bureaucracy in modern society, the study of American culture, and international culture and politics. Special consideration will also be given to students who pursue such interests through fieldwork.

Commencement Awards
The New School for Social Research grants the following awards at commencement for outstanding work and dissertations in the specified areas. Recipients are nominated by their departments and selected by the Committee on Admissions, Awards, and Scholarships.

- Outstanding MA Graduate Awards (given by each department)
- Distinguished Alumni Award
- The Hannah Arendt Memorial Award in Politics
- The Stanley Diamond Memorial Award in the Social Sciences
- The Edith Henry Johnson Memorial Award in Economics, Civic Affairs, and Education
- The Hans Jonas Memorial Award in Philosophy
- The Alfred J. Marrow Memorial Award in Psychology
- The Irvin Rock Memorial Award in Psychology
- The Albert Salomon Memorial Award in Sociology
- The Alfred Schutz Memorial Award in Philosophy and Sociology
- The Frieda Wunderlich Memorial Award for an outstanding dissertation by an international student

External Funding Opportunities
Student Academic Affairs assists students in identifying scholarship and fellowship opportunities outside of The New School. The office maintains information on non-university grants and external financial assistance programs. Most of these programs are designed for graduate students engaged in research, although some awards support students engaged in course work. Application deadlines are frequently advertised via all-student emails and in GRADFACts. GRADFACts contains a list each month of grant and fellowship deadlines, opportunities for summer and overseas study, and related information.

All students at The New School for Social Research have access to the Sponsored Programs Information Network, or SPIN, a database of private and government funding sources for students and faculty. SPIN currently contains information on more than 1,200 different sponsoring agencies, which together provide more than 11,000 separate funding opportunities. The SPIN database is a computer database with detailed and up-to-the-minute information about thousands of federal, non-federal, and international funding opportunities.

In recent years, the school’s students have successfully competed for awards from the Social Science Research Council, Fulbright and Guggenheim Foundations, Fulbright-Hays Program, Wenner-Gren Foundation, National Institutes of Health, Javits Fellowship Program, German Academic Exchange Service (DAAD), American Sociological and Political Science Associations, and Association of American University Women, among others.

The office administers several grants, including Fulbright and Fulbright-Hays grants (for U.S. students), and German Academic Exchange Service (DAAD) annual grants.

Exchange and Overseas Study Programs
Exchange programs enable students from partner institutions to study at the The New School for Social Research for one year, and New School students to study overseas for one or two semesters or for summer language study. Current exchanges are with Humboldt University in Berlin, Johann Wolfgang Goethe University in Frankfurt, the University of Bremen, and the Technical University of Dresden. Small scholarships are available for these programs.

Advanced doctoral students with demonstrated teaching experience may from time to time be invited to teach at one of the exchange universities while conducting dissertation research.

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

DEGREE REQUIREMENTS

The New School for Social Research offers programs of study leading to four advanced degrees: master of arts, master of science, master of philosophy, and doctor of philosophy. A candidate for any one of these degrees must satisfy the requirements established by both The New School for Social Research and by the department of the student’s major field of study. Students should make certain that they are familiar not only with the general requirements for the degree, but also with their specific departmental requirements. Students receiving federal and state financial aid should refer to the section of this catalog entitled “Federal and State Financial Aid” and consult with the Office of Financial Aid for special criteria on academic progress standards required to maintain eligibility for aid.

Admission to study at the school is not equivalent to admission to candidacy for a degree. Matriculated status and meeting other requirements set forth below are essential for admission to degree candidacy.

Students cannot register for more than 30 course credits at the school if they are not formally admitted to a PhD program or to the MS program in economics. Students who do not maintain a satisfactory academic record will be dropped from degree candidacy and may be dismissed from study.

A student who has satisfied the necessary requirements must submit a graduation petition to the University Registrar’s Office by the date specified in the academic calendar in order to obtain his or her degree. See below for further information.

Specific departmental requirements may differ. See the departmental sections of this catalog and departmental handbooks for additional information.

Master’s Degrees

General Requirements
To be awarded the MA degree, the candidate must have:
• fulfilled the credit and course requirements;
• passed an oral or written examination as required by the department;
• completed a master’s project if required; see departments for details.

Special departmental requirements and regulations governing the conferral of the MA degree are described in the appropriate department sections of this catalog.

Course Requirements
A candidate for the MA degree in anthropology, economics, historical studies, liberal studies, philosophy, political science, psychology, or sociology must complete at least 30 credits. The department in which a candidate is majoring will determine the minimum number of credits to be taken in the major and, when required, in one minor. The candidate must obtain a GPA of at least 3.0 to be awarded a degree.

The candidate must also fulfill the specific course requirements of the department in which he or she is pursuing the degree. Information on these can be obtained from each department and appears in the appropriate department sections of this catalog.

Time Limit
Students have five years to complete all requirements for the master’s degree. An extension of time must be granted to continue MA studies beyond five years. Additional information regarding time limits and extensions of time may be found in the section on “Time Limits and Extensions of Time” in this catalog.

Transfer of Credit
Transfer of credit, not exceeding three credits, may be granted toward the 30-credit MA degree. This credit must be based upon graduate work completed within the ten-year period immediately preceding matriculation with The New School for Social Research. A minimum of 27 credits must be completed with the school to meet the 30-credit MA degree requirements. Upon satisfactory completion of six credits at the school in the student’s major field of study, the student is eligible to apply for transfer credit toward the MA. No class with a grade below B will transfer. The form for this procedure can be obtained from the University Registrar’s Office.

MA Oral or Written Examination
When required, this examination is intended to test the candidate’s knowledge in his or her major field. The examination must be taken on dates set by the department. No oral examination may be scheduled from May 17 to October 1 except by special permission of the dean. Any students who do take exams after the May 17 date cannot be guaranteed conferral of a May degree.

Written application for MA examinations must be made by the student to the departmental student advisor two months in advance. The candidate who fails the examination once may have a second examination within two years of the date of the first examination. Students who engage in academic dishonesty are subject to dismissal. Refer to the academic calendar for examination dates.

Master of Philosophy
The New School for Social Research offers the degree of master of philosophy in the Departments of Anthropology, Economics, Philosophy, Political Science, and Sociology. With the permission of the department chair, the degree will be conferred upon a registered student who has fulfilled satisfactorily all the requirements of the department for the PhD except the dissertation and dissertation proposal defense. In departments where the MPhil degree is offered, registered students in satisfactory academic standing who have fulfilled the requirements for the MPhil can petition for the degree and receive it en route to the PhD. Students cannot be readmitted or reenrolled for the purpose of receiving the MPhil.

Bachelor’s/Master’s Option
The bachelor’s/master’s option allows qualified undergraduates to accelerate the process of earning a master’s degree. At The New School for Social Research, this leads to master’s degrees in anthropology, economics, philosophy, political science, psychology, sociology, or liberal studies. Undergraduate students at Eugene Lang College The New School for Liberal Arts and at the New School for General Studies Bachelor’s Program may apply for bachelor’s/master’s status after successfully completing 60 credits of course work. An additional 48 undergraduate credits and 30 graduate credits must be accumulated in order to complete both the bachelor’s and master’s degrees.

Undergraduates who have been admitted to the bachelor’s/master’s program may take up to 12 credits at The New School for Social Research, which count toward the 120 undergraduate credits required for a bachelor’s degree. These same 12 credits may be applied toward the master’s degree once the bachelor’s degree is completed and the student has been admitted to The New School for Social Research and has registered.

Once a BA/MA student is admitted, they must petition to transfer the 12 swing credits, following the transfer of credit guidelines above.
To earn the PhD degree the student must:

- pass an oral examination in this or other major field and, when applicable, meet the foreign language requirements;
- submit an acceptable dissertation topic or proposal;
- successfully defend the dissertation.

Doctor of Philosophy

General Requirements

Students cannot register for more than 30 course credits at The New School for Social Research if they are not formally admitted to the PhD program. Special departmental requirements and regulations governing continued study and the awarding of the PhD degrees are described in the department sections of this catalog and in department handbooks. For example, some departments require successful completion of certain courses and examinations for PhD admission.

To earn the PhD degree the student must:

- fulfill the course requirements of the department in which he or she is majoring, as well as any requirements in a minor;
- pass a written examination;
- demonstrate mastery of the field in which he or she is specializing and ability to conduct independent research in it;
- pass an oral examination in his or her major field and, when applicable, any minor;
- meet the foreign language requirements;
- submit an acceptable dissertation topic or proposal;
- be admitted to doctoral candidacy;
- submit an acceptable dissertation;
- successfully defend the dissertation.

PhD Examination

PhD examinations vary by department. However, most departments require at least one PhD examination prior to being admitted to candidacy for the PhD degree. In most cases, students must first have completed 45 credits with grades averaging no lower than 3.0 and passed a department-specific PhD examination in their major, and sometimes minor field designed to determine their ability to fulfill the remaining requirements for the degree. Some departments require a GPA of higher than 3.0. These examinations test the student’s range as well as depth of knowledge in the major field of study and are not restricted to material covered in courses. The academic calendar lists the dates for the PhD examinations by department. Written application to take the examination should be made to the department as much as two months before the date of the exam. Students must check with their major departments for additional departmental requirements.

Dissertation Proposal Defense

The dissertation proposal defense (sometimes referred to as the “oral examination”) requires students to formally defend their planned dissertation project. The defense is conducted by a committee of no fewer than four faculty members (unless the dean approves special arrangements); and one committee member will be from the New School but in another field of study. In departments where the proposal defense is required, students must pass the defense in order to be admitted to PhD candidacy and write the dissertation. Some departments schedule workshops and seminars to assist students as they prepare the dissertation proposal. Students are expected to check with their major departments for additional requirements. Written application to take the examination must be submitted to the department as much as two months prior to the exam. A candidate who fails the examination may have a reexamination within two years of the date of the first examination.

Course Requirements

Students are responsible for familiarizing themselves with the course requirements for the PhD degree established by their department. Information on specific requirements for the PhD is given in the department sections of this catalog. Students must earn a satisfactory grade point average of at least 3.0 and at least 60 credits, except in clinical psychology, where the requirement is 90 credits (see psychology department requirements). The 60 credits required for the PhD (or 90 in clinical psychology) includes the 30 credits required for the MA degree. No fewer than 40 credits may be in the major field, of which at least 12 credits must be in seminar courses.

Time Limit

Students have ten years to complete all requirements (including the MA degree) for the doctoral degree. This includes students in the doctoral program in clinical psychology. An extension of time must be granted to continue doctoral studies beyond ten years. See “Time Limits and Extensions of Time” in this catalog.

Students registering to maintain status who have gone beyond their time limits will not receive equivalency credits, and therefore will not be able to claim official full-time status. Exceptions to this will be made on a case-by-case basis.

Transfer of Credit

Transfer credit, not exceeding 30 credits, including any transfer credit awarded toward the MA degree, may be granted toward the PhD degree for courses successfully completed at other graduate institutions during the ten-year period immediately preceding matriculation with The New School for Social Research. Courses with less than a B grade will not be approved for transfer. Certain departments may have different rules regarding transfer of credit; however, the ten-year rule applies to all departments. See department sections of this catalog and department handbooks for details.
Foreign Language Requirement

All doctoral candidates must demonstrate competence in at least one foreign language, except those in psychology, who must complete a statistics requirement. Two languages are required by some departments. Mathematics or computer programming proficiency may, in some cases, be substituted for a foreign language. The language requirement must be met before the defense of the dissertation. Specific departmental requirements are located in the appropriate department sections of this catalog. To facilitate acquisition of foreign language proficiency, a limited number of tuition waivers are allocated for New School language courses. Waivers are administered by the office of Student Academic Affairs during the registration period of each semester and summer session.

Dissertation

The candidate is required to submit a dissertation judged by the faculty to be an original contribution to thought and knowledge in the candidate’s major field. The candidate is required to defend the method, content, and conclusions of the dissertation before the faculty.

Dissertations must follow the guidelines, which are available in the departments and at the office of Student Academic Affairs. Ask for the school’s PhD Handbook. The guide is online at www.socialresearch.newschool.edu/students/forms/Dissertation_Guidelines.pdf.

Dissertation Committee and Defense Committee

The candidate will recommend three members of the faculty to constitute the dissertation committee, one of whom will serve as the student’s dissertation supervisor. The candidate’s department will review and approve or otherwise respond to the candidate’s recommendation for a committee.

Four members of the faculty (unless special arrangements are approved by the dean) have the special responsibility for the conduct of the dissertation defense. The defense committee includes the three members of the dissertation committee plus one representative from outside the department. The committee member from outside the department is referred to hereafter as the dean’s representative.

The role of the dean’s representative on dissertation committees (as well as on oral examination committees) is to ensure that appropriate standards and procedures are upheld by the departmental members of the dissertation committee. The dean’s representative is not expected to make detailed comments on the dissertation, although that would be welcomed when appropriate.

The office of Student Academic Affairs has the primary responsibility for selection of the dean’s representative. However, if a dissertation chair prefers to select a dean’s representative, he or she may assume responsibility for doing so. Normally, it is preferred that the dean’s representative be chosen at the time of the oral examination of the dissertation proposal, and that the same individual serve subsequently at the defense of the dissertation. Dissertation chairs should contact the office of Student Academic Affairs to facilitate the identification of an appropriate dean’s representative.

External Examiners

In certain circumstances, it may be appropriate for a faculty member from outside The New School for Social Research to serve as a member of a dissertation committee in order to provide expertise not available among the school’s faculty members. Such committee members, hereafter called external examiners, must be approved by the appropriate department chair. An external examiner may replace one of the three New School for Social Research faculty members required for a dissertation committee. Since external examiners are not members of the school’s faculty, they are not to serve as dean’s representative or as dissertation chair.

Quite frequently, former members of The New School for Social Research who no longer teach here serve as members of a dissertation committee. They are considered dissertation committee members, not external examiners.

Scheduling

A written petition to defend the dissertation must be submitted to the department at least six weeks before the scheduled date for the defense. The defense must be scheduled with the department no later than April 18 for May graduates and November 17 for January graduates. Students must submit an unbound copy of their dissertation to the office of Student Academic Affairs at least three weeks before they defend for the university reader to review. The student should incorporate any revisions required by the dissertation committee and all other requirements as soon as possible following the defense.

For a May degree, the final dissertation must be approved by the committee and submitted with all other requirements met no later than the Monday following spring semester Commencement. For a January degree, the dissertation must be approved by January 15.

Students defending dissertations on or before April 18 and who have petitioned for May graduation may participate in May Commencement ceremonies. However, students who do not meet all requirements by the deadlines noted above (the day of Commencement for May graduation, and January 15 for January graduates) will not officially graduate until all requirements are met.

Students will be required to register to maintain status if they do not complete the revisions from the dissertation committee before the end of the drop period of the next semester. After the dissertation committee revisions have been completed, the degree will be awarded the following January or May.

Submission of a Copy and Distribution

After the committee has approved the dissertation and submitted the dissertation acceptance statement to the University Records Office, the student must submit one copy of the approved dissertation on 24-lb. bond paper to the office of Student Academic Affairs.

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

Doctoral students will neither receive their diplomas nor have their degrees conferred until the Bell & Howell/UMI and the survey of earned doctorate forms have been completed and submitted to the University Registrar’s Office.
The University Registrar's Office registers students for classes, charges tuition and fees, and processes course changes and withdrawals.

**Registration Procedures**

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:

- Exact advising and web registration dates will be provided by the student’s department. Generally speaking, new students register in July or August (for the fall term) or January (for the spring term). Continuing degree students register in April for the following fall term, and in November for the following spring term.
- All course registrations must be approved by a departmental advisor before a student registers, and then submitted to the University Registrar’s Office either in MyNewSchool or in-person.
- Student Financial Services e-mails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered, and will not receive credit, for courses not appearing on the schedule. In addition, registration is not complete until payment or payment arrangements have been made.
- Students who do not register or who do not make payments by the stated deadlines (see below) will incur late fees. Deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition, late fees, or library fees, or for failure to return vaccination forms).

**Full-Time and Half-Time Status**

The New School for Social Research defines full-time status as enrollment in a minimum of nine credits per semester. Half-time status is defined as enrollment in a minimum of six credits per semester. Students with loans or tuition grants from external sources, including New York State TAP awards, should be advised that such programs may require 12 credits for full-time status. It is the student’s responsibility to meet the full-time status requirements as defined by each external source of funds.

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

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted to the University Registrar’s Office, either via MyNewSchool or in-person. No course change is effective until this is complete.

Deadlines for adding, dropping, and withdrawing from courses are as follows (see the Academic Calendar for exact dates for each semester):

- **Adding a course:** through 2nd week of semester
- **Changing status** (credit or audit) in a course: through 2nd week of semester
- **Dropping a course** (deleted from student’s academic transcript): through 3rd week of semester

Withdrawal with a grade of W noted on academic transcript (no academic penalty)

- Undergraduate students: through 7th week of semester
- Parsons, Mannes graduate students: through 7th week of semester
- All other graduate students: through end of semester

Withdrawal with a grade of WF noted on academic transcript (equivalent to an F in gpa)

- Undergraduate students: after 7th week of semester
- Parsons, Mannes graduate students: after 7th week of semester

*online courses may be dropped through the 4th week of the semester

Late-starting courses may be added after these deadlines with an advisor’s permission.

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 course work, 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.

**Auditing**

Auditing courses is allowed and requires registration. See the section of this catalog titled “Admissions” for specific information. Matriculated students auditing courses but taking no courses for credit must also maintain status. There is a fee for auditing a course, as indicated in the university’s tuition and fee schedule.

**Pass/Fail**

Students have the option of taking certain courses as pass/fail, or P/U. In order to take a class pass/fail, a petition must be approved by the instructor. The petition must be filed at the Registrar’s Office by the end of the semester’s “add period.” Such petitions cannot be filed retroactively. If the student has opted for pass/fail, only a grade of P or U may be assigned. Grades of P/U will not be included in the cumulative grade point average. In some cases the grade of P is not valid for core requirements.

**Late Registration and Late Payment Fees**

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

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

- **Fall semester:** Students registered for the fall semester are required to make arrangements to pay by August 10. Failure to do so will result in a late payment fee of $150. Students who register after August 10 will be charged a late registration fee of $150.
- **Spring Semester:** Students registered for the spring semester will be required to make arrangements to pay by January 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 fall term or prior to February 15 for the spring term. The fee must be paid before the appeal can be reviewed. If the appeal is granted, a refund will be issued. The appeal should be sent to:

Late Fee Appeal Committee
c/o William Kimmel
University Registrar
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003
Cooperative Registration with Other Institutions

Inter-University Doctoral Consortium

Along with The New School for Social Research, Columbia University (including Teachers College), CUNY Graduate Center, Fordham University, New York University, Princeton University, Rutgers University at New Brunswick, and Stony Brook University form a graduate-level consortium in the arts and sciences. Students in approved doctoral programs at any one of these institutions have the opportunity to take courses at another participating institution after securing the approval of four persons: the academic advisor, the home dean (or designate), the instructor, and the host dean (or designate). Students must be in a doctoral track and courses may not be identical to courses offered at the home institution. At The New School for Social Research, Student Academic Affairs serves as the “dean’s office” for consortial arrangement purposes. MA students wishing to enroll in consortium courses must receive prior approval from the director of Academic Affairs. First-year MA students are not allowed to participate. Inter-university cross-registration forms, guidelines, and procedures are available in the office of Student Academic Affairs. Students register and pay tuition at the home institution for all courses offered through the consortium; there may be special fees payable to the host institutions. Students cross-registered in the consortium may use libraries of the visited institutions while enrolled in such courses. Summer consortium courses are not available for New School students.

Cooperative Law School Program

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

Change of Address and Phone Number

Students are responsible for keeping their address and phone number current with the university. Students may update their contact information in MyNewSchool (http://my.newschool.edu) as needed. University correspondence is mailed to the address designated as Official or e-mailed to the student’s New School e-mail address.

Grade Reporting

Faculty members determine the grades that each student will receive for work done under their instruction. Grades are recorded for all students registered in a course for credit, and they are generally posted within two weeks after a course ends. Students can access their grades and view their academic transcript 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
- B+ = 3.3
- C+ = 2.3
- D = 1.0
- A- = 3.7
- B = 3.0
- C = 2.0
- F = 0.0
- B- = 2.7
- C- = 1.7
- WF = 0.0

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

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

Grade of W

The grade of W may be issued by the Registrar’s Office to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grade of WF

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

Grades of Incomplete

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

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

All Other Graduate Students: no later than one year following the end of the class. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “N” by the Registrar’s Office. The grade of “N” does not affect the GPA but does indicate a permanent incomplete.
Students who attend a class to complete an incomplete grade will be expected to register and pay for the class as an audit. In these cases, students must obtain the instructor’s approval to attend a class.

In unusual circumstances, PhD students (only) are eligible to request a 6 month extension for the incomplete. This will require the signature of the instructor, department chair, and assistant dean of academic affairs. Following that, the PhD student may request one additional, final 6 month extension with documentation regarding the extenuating circumstances necessitating the request. This too must be approved by the instructor, department chair, and assistant dean of academic affairs. Petitions for extensions of incomplete grades for PhD students are available in The New School for Social Research Office of Student Academic Affairs. In no case will an incomplete be extended for a PhD student for more than two years.

**Grade-Point Averages**
The semester grade-point average is computed at the end of each term by multiplying the number of credits earned in each course by the numerical values associated with the grade received in that course. The grade points for all courses are totaled and then divided by the total number of graded credits attempted, including any failed courses.
The cumulative grade-point average is computed by dividing the total number of grade points earned (quality points) by the total number of graded credits attempted. Credits transferred from another institution are not included in the cumulative GPA.

Internal transfer of the following is included in the cumulative GPA:
- New School for Social Research courses taken by non-degree students who subsequently become degree students in the school or
- New School for Social Research courses taken by bachelor’s/master’s students designated for credit toward the master’s degree at the time of enrollment in the courses.
- New School courses taken at the graduate level in other divisions that are approved for transfer credit.

**Grade Changes**
Final grades are subject to revision by the instructor with the approval of the dean’s office for one semester following the term in which the course was offered (one year for graduate students). After that time has elapsed, all grades recorded in the University Registrar’s Office become a permanent part of the academic record, and no changes are permitted. Pass grades cannot retroactively be changed to other letter grades, and letter grades cannot retroactively be changed to P grades.

**Grade Appeal Policy**
Students may petition for review of any grade within sixty days after the grade was issued. Before deciding to appeal, the student must request an informal explanation of the basis of the grade from the instructor. If the student is not satisfied with the explanation, the student may pursue the matter as follows:
The student submits a letter outlining any questions and/or objections directly to the faculty member, with a copy to the department chair. (If the faculty member is also the chair, the copy will be sent to the dean’s office.) If the chair concurs with the instructor, the student may appeal in writing to the Committee on Student Affairs through Student Academic Affairs. The committee will make a recommendation to the Dean of the College. The Dean’s decision is final.

**ACADEMIC TRANSCRIPTS**
An official transcript carries the Registrar’s signature and The New School seal, and documents a student’s permanent academic record at the university. Students may request a copy of their transcript, to be mailed to the address of their choosing (including other colleges and institutions), by submitting an official request to the University Registrar’s Office. This can be done online at http://my.newschool.edu, or by completing the transcript request form available on the web:
http://www.newschool.edu/studentservices/registrar/transcript_requests.aspx?6:1
Standard transcript services are free of charge. Transcripts are not issued for students with outstanding debts to the university.

**ACADEMIC STANDING AND PROGRESS**

**Academic Standing Requirements**
Graduate students must earn a 3.0 term GPA and cumulative GPA to remain in good academic standing. Students with less than a 3.0 term GPA or cumulative GPA will be placed on academic probation. Students who earn less than a 3.0 cumulative GPA for two consecutive semesters will be subject to dismissal.

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

Graduate students at The New School for Social Research are also placed on probation and are subject to dismissal when they fail to complete work within the designated time-to-degree limits. Please refer to the catalog section on time limits and extensions.

**Retaking a Course**
With approval of the appropriate department chair and New School for Social Research Academic Affairs, graduate students with a grade of B– or below and undergraduate students with a grade of F or WF in a course are eligible to retake the course. Students are allowed to retake up to three courses during a single degree program. The initial grade will continue to appear on the transcript but will drop out of the cumulative GPA; the grade earned the second time will be used to compute GPA. Retaken courses will not count twice toward fulfillment of graduation requirements nor for student loan or New York Tuition Assistance Program (TAP) certification. Students wishing to retake a course should contact their advising or dean’s office to learn the proper procedure prior to registration.

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

**Academic Dismissal Appeals**
Students who are dismissed from their degree program may petition to the office of Student Academic Affairs to reverse the decision by filing a formal, written appeal. The appeal should be sent to:
The New School for Social Research Dean’s Office
Student Academic Affairs
6 East 16th Street, room 1007
New York, NY 10003
All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission.

Appeals must contain the following information:

- An explanation of poor performance and/or failure to complete required coursework.
- A description of plans to improve academic performance and/or to complete outstanding work.
- Any other relevant information pertaining to academic history or potential.

**Academic Grievance Procedures**

A student or faculty member may submit an academic grievance to The New School for Social Research by the following procedure. (For grade appeals, please see procedure under “Grades and Grading.”)

1. The student or faculty member submits a statement of grievance to the New School for Social Research official most immediately responsible for the area of the grievance—for example, the course instructor, program director, or departmental chair.
2. If not satisfied with the response to this written statement or if further questions remain, the student may appeal in writing to the assistant dean of academic affairs.
3. The assistant dean will attempt to resolve the issue to the satisfaction of the relevant parties. If this is not possible, the student’s written appeal will be directed to The New School for Social Research’s Committee on Academic Affairs.
4. The committee will make a recommendation to the dean who, with the director of Academic Affairs, will communicate the final decision in writing to the student or faculty member.

**Academic Standing and Financial Aid**

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

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

**ACADEMIC HONESTY POLICY**

Academic honesty, the duty of every scholar to claim authorship of his or her own work and only for that work and to recognize the contributions of other scholars accurately and completely, is fundamental to the integrity of intellectual debate and the pursuit of knowledge. All members of the university community are expected to conduct themselves in accord with the standards of academic honesty.

Students are responsible for acquainting themselves with and making use of proper procedures for writing papers, taking examinations, and doing research. Instructors are equally responsible for informing students of their policies with respect to the limits within which students may collaborate with or seek help from others on specific assignments.

From University Policies Governing Student Conduct:

“Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings, or any aspect of the work of others (including that of instructors and other students). The standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essay theses, dissertations, computer work, art and design work, oral presentations, and other projects).

The standards also include responsibility for meeting the requirements of particular courses of study. The New School recognizes that the different nature of work across the divisions of the University may entail different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all divisions of The New School and institutions of higher education in general.

It is also the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their work from that of others.”

**Plagiarism**

Plagiarism is the use of another person’s words or ideas in any academic work using books, journals, Internet postings, or other student papers without proper acknowledgment. For further information on proper acknowledgment and plagiarism, including proper expectations for paraphrasing source material and proper forms of citation in research and writing, students should consult the MLA Style Manual and Guide to Scholarly Publishing (second edition), chapter 6, on documentation. The New School Writing Center also provides useful online resources to help students understand and avoid plagiarism, at www.newschool.edu/admin/writingcenter/usefullinks.html.

Students must receive prior permission from instructors to submit the same or substantially overlapping material for two different assignments. Submission of the same work for two assignments without the prior permission of instructors is plagiarism.

**Procedures and Penalties**

An instructor who suspects a student has committed plagiarism in course work should give the student an opportunity to explain the origin of the work and should investigate whether the student understands the relevant standards of academic conduct.

On the basis of this meeting, the instructor will assess the case, taking into consideration the student’s intent to deceive, the amount of plagiarism, and the type of assignment involved, to determine whether a minor or major offense has occurred. An instructor who determines that a minor offense has occurred may counsel a student about standards of academic honesty, explain the consequences of plagiarism, and require the student to resubmit the assignment in an appropriate form. An instructor who determines that a major offense has occurred should fail the plagiarized assignment and submit a report to the school’s director of academic affairs. The report should include the student’s name, the course, semester, notes on conversations with the student, and copies of the relevant plagiarized submission (with problems identified). Questions about the handling of plagiarism cases should be directed to the director of academic affairs.

The director of academic affairs will issue a formal letter to the student, with a copy to the instructor, documenting the case. A copy of this letter will remain in the Office of Academic Affairs and Scholarships. The director of academic affairs, in consultation with the chair and relevant members of the student’s department, may also impose additional sanctions, which can include a failing grade in a course, suspension, or dismissal. For a second major offense, the director of academic affairs will impose suspension or dismissal.

As in any case involving penalties for academic misconduct, a student may appeal the findings and penalties in cases of academic dishonesty to the Academic Affairs Committee of The New School for Social Research.
Infraction of standards of academic honesty in a master’s or PhD thesis or in a comprehensive examination is an immediately dismissable offense. Departments should report these cases immediately to the Office of Academic Affairs and Scholarships for adjudication by an ad hoc committee convened by the director of academic affairs and conducted according to principles established by the school’s academic grievance procedures. Policies on the Free Exchange of Ideas, Freedom of Artistic Expression, Academic Honesty, Sexual Harassment, Discriminatory Harassment, Recognized Student Organizations, Use of University Facilities, Alcoholic Beverages and Illegal Drugs, and Smoking, as well as a University Code of Conduct, have been adopted by the Board of Trustees of The New School. The full texts of these and all university policies are contained in the Student Handbook (which is distributed to all incoming students) and are also available in the Office of Admission and the Dean’s Office.

**ACADEMIC PROGRAM STATUS**

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

**Changes of Status**
Applications for a change of status for students seeking admission from an MA to a PhD program or from an MA to an MS program, or to change from PhD to PhDC status within the same department must fill out a petition. Petitions can be found online. International students need to notify the university’s Office of International Student Services when a change of status has been approved by their academic program chair.

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

**Transferring Credits**
Evaluation of transfer credit for undergraduate degree students is handled through the Office of Admission (at Mannes, transfer credit evaluation is handled through the Dean’s Office). The University Registrar’s Office will post approved transfer credit to the student’s transcript. Graduate students complete a Transfer of Credit Petition available at the University Registrar’s Office. The New School does not transfer grades or grade points from other schools. Credits only are transferred.

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

For students at The New School for Social Research, approval by the student’s academic advisor, department chair, and Student Academic Affairs is required and is based upon the good academic standing of the student and the reasons supporting the leave request. First-year students at The New School for Social Research must obtain special permission from the Director of Academic Affairs to go on leave.

Academic records for students on leave are maintained in accordance with the relevant drop and withdrawal deadlines, and refunds are calculated in accordance with the university refund schedule.
Students may not complete work toward their degree while on leave of absence. Students are not required to register to maintain status while on a leave. Students may not graduate in a semester when they are on leave. Time spent on leave of absence will not apply toward degree time limits. A maximum of four semesters' leave throughout a student's entire period of study at The New School for Social Research may be granted. Leaves cannot be granted retroactively.

Medical leaves of absence require appropriate documentation. To return from a medical leave, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student's eligibility to return.

If unable to return to study as planned, the student must contact their Academic Affairs Officer immediately to request an extension of their leave. Students who remain on leave longer than the approved leave period may be required to reapply through the Office of Admission.

**Withdrawal from a Degree Program**

Students who wish to withdraw completely from the university must meet with the Academic Affairs Officer in their school and complete the official Exit Form. Their academic records will be maintained in accordance with the relevant drop and withdrawal deadlines, and refunds will be calculated in accordance with the university refund schedule.

Students who withdraw and later wish to return to the university must reapply to the Office of Admission.

**Compulsory Withdrawal**

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

**Reenrollment**

Students who have failed to register for one, two, or three semesters may petition through Student Academic Affairs to reenroll in order to continue their studies.* Students must attach to their petition a plan to complete their degree. If approved by the respective department or committee and Student Academic Affairs, they will be allowed to continue their studies after paying the equivalent of the maintenance-of-status fees for the semesters in which they were not registered. In addition, students must pay tuition or maintenance-of-status fees for the current semester, as well as university services fees and divisional fees for the current semester. The reenrollment process must be completed by the last day to add a class; students will not be allowed to reenroll after the last day to add classes.

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

**Degree Completion Term Limits and Extensions of Time**

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

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

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

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

A committee consisting of the department chair, the dissertation committee chair, and the Assistant Dean will review pending dismissal cases and determine, on a case-by-case basis, whether special circumstances warrant granting additional time extensions. Any dismissals may be appealed to The New School for Social Research Student Academic Affairs Committee for review.

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

**MAINTENANCE OF STATUS**

New School for Social Research students must be in continuous enrollment and therefore are required to register each semester until all degree requirements have been met and a petition to graduate has been submitted, unless a leave of absence has been granted. Students who have completed required course work or who for other compelling reasons are unable to register for course work or who wish to audit courses only may remain matriculated by registering to maintain status. Matriculation status alone does not give students full- or part-time enrollment status. See the sections on “Equivalency Status” and “Full-Time and Half-Time Status” in this catalog for more information. This is especially important to note for international students and Title IV funds recipients.

Registration for maintenance of status must be completed during the regular registration period and must be approved in the department. Most students maintaining status will also register for equivalency credits, indicating the type of work they are undertaking while maintaining status (e.g., completing a thesis, doing language study, or preparing for an exam) and must have been registered in the previous semester. These students must complete an equivalency verification form at the time of registration. Students who register online to maintain status must contact their department for the form or download it from www.socialresearch.newschool.edu/students/forms/equivalency.pdf. Students who fail to maintain status during the regular registration period each semester will also be required to pay a late registration fee.

**Equivalency Status**

Students who are not taking a full-time course load but who are working full-time on their degree may register for equivalency credits. Students must complete an equivalency verification form prior to registering. All equivalency courses must be approved in the student's department or committee during the normal registration period.

*Students who have not registered for four or more semesters must apply for readmission. See the section on "Readmission" in this catalog for more information.
In most cases, international students on F-1 or J-1 visas must be registered for at least nine credits per semester unless their exchange program specifies different enrollment criteria. (For exceptions to this, consult with the university’s Office of International Student Services.) International students who have completed all course work must register for equivalency courses if eligible to do so.

Equivalency course call numbers are entered on the normal registration form, along with degree or audit courses and/or with the maintenance of status category. Equivalency course credit is granted for specific activities and is approved in the department. Approval is indicated by departmental signature, usually of a faculty advisor. Regular registration procedures are followed.

Students registering for equivalency courses also must register for either additional degree courses or to maintain status. Equivalency courses themselves do not carry a charge, nor do they count toward credits required for the degree. For more information, see the section “Maintenance of Status.”

Students who have reached their designated time limits and who have been granted an extension of time will not be given equivalencies, except in special circumstances determined on a case-by-case basis.

**Maintenance of Status and Graduation**

The maintenance of status requirement for any New School for Social Research student can be waived if the student completes (i.e., submits all materials and receives all required department faculty approvals) all degree requirements by the last day to drop a course for that semester. Students who have completed all requirements before the last day to drop a course for the fall semester must petition to graduate by the deadline for January graduation and must have been registered in the previous semester. These students will not be required to maintain status for the fall semester. This waiver of the maintenance of status requirement also applies to students who anticipated a January graduation, but did not complete their requirements until the beginning of the spring semester. They should petition for a spring semester graduation and request that their maintenance of status requirement for that semester be waived if they complete their degree requirements within the deadline specified above. Contact the office of Student Academic Affairs to request this waiver. In order to qualify, you must have been registered in the previous semester.

You are not registered and have no registration status when your maintenance of status requirement is waived. Therefore, all loans will go into repayment in accordance with your grace period. If you are an international student, you may be in violation of your visa status for that semester. Consult with the university’s Office of International Student Services if you have questions.

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**GRADUATION**

**Requirements for Graduation**

To earn an undergraduate degree, students must have a minimum 2.0 cumulative grade-point average and must complete all degree requirements (as specified in school catalogs) prior to the graduation date.

To earn a graduate degree, students must have a minimum 3.0 cumulative gpa and must complete all degree requirements (as specified in school catalogs) prior to the graduation date. Doctoral programs may require cumulative gpas above 3.0.

**Petitioning to Graduate**

Students intending to graduate must file a graduation petition form with the University Registrar’s Office and pay the appropriate fee by the following dates:

**For January graduation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to October 1</td>
<td>No fee</td>
</tr>
<tr>
<td>After October 1</td>
<td>$20 late fee</td>
</tr>
</tbody>
</table>

**For May graduation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to February 15</td>
<td>No fee</td>
</tr>
<tr>
<td>After February 15</td>
<td>$20 late fee</td>
</tr>
<tr>
<td>After March 15</td>
<td>$50 late fee</td>
</tr>
</tbody>
</table>

The final deadline to petition is November 15.

The commencement ceremony for both May and January graduates is held in May. Students attending the May graduation ceremony must purchase graduation attire from the university supplier.

Ph.D. students must pay for the microfilming and binding of their dissertation when they petition to graduate.

**Graduation with Honors**

Undergraduates who have completed at least 60 credits in residence for a bachelor’s degree and 34 credits for an associate’s degree and who have a cumulative grade point average of 3.7 or higher may graduate “with honors” noted on their diplomas and transcripts. Departmental graduation honors are internally awarded and may be noted on transcripts but not on the diploma.

**Degree Conferral and Issuing of Diplomas**

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

The tuition and fees below apply only for the academic year 2008–09. The latest fee schedule can be found on the New School Web site at www.newschool.edu/tuition/08GF.html. The New School reserves the right to alter this schedule of fees without notice.

Application fee for degree and nondegree students, per semester (nonrefundable) $50
Tuition for students in degree programs, per credit $1,508
Tuition for non-degree students, per credit $1,508
Auditing fee for degree and non-degree students, per credit $65
University services fee, per semester (proportionally refunded) $100
Divisional fee $15
Late registration fee (nonrefundable) $150
Late tuition payment fee $150
Maintenance-of-status fee, per semester $960
Doctoral dissertation microfilming fee $83
Monthly payment plan fee, per annum $110

The minimum estimated budget for a full-time student at The New School for Social Research for the 2008–09 academic year should include tuition and fees for the fall and spring semesters (and for the summer session if courses will be taken), as well as for 12 months of living expenses.

For the 2008–09 academic year, living and housing costs are approximately $16,548 for a nine-month period. A single student should budget $11,750 for room and board, $920 for books and supplies, $630 for local transportation, $1,550 for personal expenses, and $1,698 for health insurance. International students must also budget for their travel to and from their home countries.

Reenrollment Fee

The reenrollment fee applies to students who have petitioned to reenroll after having failed to register for one, two, or three semesters. The reenrollment fee consists of the equivalent of maintenance-of-status fees for each semester the student has been absent. The amount charged for each semester is the fee that was in effect for that specific semester. In addition, students must pay tuition or maintenance-of-status fees for the current semester, as well as university services and divisional fees for the current semester.

Readmission Fee

The readmission fee applies to students who have been readmitted after failing to have registered for four or more semesters. The readmission fee consists of maintenance-of-status fees for the four semesters immediately preceding readmission, and the amount charged is the fee that was in effect for each specific semester. In addition, students must pay tuition or maintenance-of-status fees for the current semester, as well as university services and divisional fees for the current semester.

BILLING AND REFUNDS

Billing, Payment and Refund Policies

Billing and Payment Information

In an effort to offer greater access to invoice and payment information as well as reduce our impact on the environment, electronic invoices (E-bills) will be sent to all registered continuing students beginning with the fall 2007 semester. Students will not receive paper invoices at their official address, and will instead receive a notification to their New School (@newschool.edu) email account when an invoice is ready to be viewed. 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.

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 The New School for Social Research students maintaining matriculation are eligible. More information on the monthly payment is available at www.newschool.edu and MyNewSchool.

Refund Schedule and Policies

In the event of early withdrawal, a percentage of tuition will be refunded (as per the University Refund Schedule below). 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.

When course(s) dropped Percent of semester tuition charges refunded
Before the semester begins 100%
During the first week of the semester 90%
During the second week of the semester 80%
During the third week of the semester 70%
During the fourth week of the semester 60%
After the fourth week of the semester No refund

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.
Deferral of Payment for Employer Reimbursement

Students expecting reimbursement from their employer may defer payment of tuition and fees upon presentation of an official authorization from their employer on company 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. If The New School can submit an invoice to the employer as soon as the student registers and payment is not contingent upon receipt of grades, there is no participation fee.

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 or sponsor, the semester for which tuition will be covered, the employer’s address and phone number, and the specific terms for payment (i.e., whether upon receipt of grades or if the university can invoice immediately). Payment of any portion of the fees that the employer has not agreed to pay may not be deferred.

Payment to the university is the responsibility of the student. Payment is not contingent on receiving grades, receiving passing grades, or completing courses.

Deferral for Approved Financial Aid

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

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

Student Financial Services is responsible for the delivery of all student loan funds and student refunds. The repayment of the Perkins Loan program is handled by the Perkins Loan coordinator in Student Financial Services. Perkins Loan borrowers will continue to have a relationship with Student Financial Services after graduation and until the loan is paid in full.

Students can contact a representative by phone at 212.229.8930 or by email at sfs@newschool.edu for inquiries regarding the above-mentioned information.

Federal Income Tax Considerations

Any financial aid above the direct cost of education (tuition, fees, books, etc.), other than loans, is taxable income and must be reported to the Internal Revenue Service (IRS). Taxes at the rate of 14 percent must be withheld from stipends of international students unless, on the basis of a tax treaty, documentation can be submitted to the university exempting the student from withholding.

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

Departmental student organizations are an integral part of student life at The New School for Social Research. A number of department or program-related student associations exist, including the following:

- Anthropology Student Association
- Economics Student Union
- Historical Studies Student Association
- Liberal Studies Students’ Association
- Philosophy Forum
- Women in Philosophy
- Union of Political Science Students
- Psychology Society
- Sociology Student Association

These organizations offer a channel for student input into departmental or committee affairs and generally organize colloquia and various social events intended to enhance students’ academic experiences at The New School for Social Research. Students also form interdepartmental associations around mutual interests and concerns.

The Student Senate serves as a school-wide student organization. It represents students’ interests across departments and is the student liaison to the school’s administration. Students are appointed to the Student Senate via department elections and can then serve on various school and university committees. The Student Senate also oversees the Student Fee Board, which allocates funds to students who present at academic conferences and to the student publication Canon.

The Dean’s Advisory Council, consisting of Student Senate representatives, student advisors, and other department representatives, meets with the dean on a regular basis throughout the academic year to discuss issues related to the quality of student life and the school in general. At the university level, a similar advisory body meets regularly with the president of The New School. This body draws its representatives from each of the university’s schools. Members representing The New School for Social Research are chosen through regular election by students.

Student representatives who have been voted into office are expected to attend Dean’s Advisory Council meetings and report to their constituents on a regular basis.

GRADFACts

The GRADFACts newsletter is a reliable and easy way for students at The New School for Social Research to learn about important news, upcoming speakers and events, academic deadlines and policy changes, funding opportunities, career services, and much more at the school, the university, and elsewhere. Published by Student Academic Affairs, GRADFACts is a monthly publication distributed to all New School for Social Research students throughout the fall and spring semesters via email, in their departments, and on the school’s site. You may access recent editions of GRADFACts at www.socialresearch.newschool.edu/students/extfund_gradfacts.htm. If you would like to receive GRADFACts via email, if you would like to find out more, or if you have any comments or suggestions, write to Student Academic Affairs at nssracademicaffairs@newschool.edu or call 212.229.5712.

Teaching Opportunities for Students

At The New School, graduate students teach primarily in three schools: Eugene Lang College The New School for Liberal Arts, The New School for General Studies, and Parsons The New School for Design, as well as in university-wide undergraduate courses. Each November, an annual competition is held for the Graduate Teaching Fellowships, and those students who are selected as fellows will teach courses in their major fields the following fall semester.

The school also offers pedagogy workshops for PhD students who are appointed Graduate Teaching Fellows, as well as for other doctoral students who are interested in the craft of teaching. Teaching fellowship and university TA competitions are organized through the Provost’s Office.

Graduate Writing Courses

Students whose native language is not English take a writing placement test upon arrival at The New School for Social Research. Depending on the results of the exam, they are either exempted from the writing requirement or required to take one or two semesters of Academic Writing, a non-credit course designed to familiarize non-native speakers with the conventions of English academic style. Students who have been exempted from the course often choose to audit it.

Career Services

Student Academic Affairs provides New School for Social Research students with an array of information that should help them understand the demands and requirements of both the academic and the nonacademic job markets. The office provides information about the job search process including networking, interviewing, and negotiation techniques. The office also offers assistance with writing curriculum vitae and résumés, as well as cover and follow-up letters. Workshops discuss how to obtain teaching jobs while a graduate student and how to prepare for the academic job market after graduation. The office sponsors speakers and events relevant to employment outside of academia for those with degrees in philosophy or the social sciences. We maintain job listings for both short-term and long-term assignments, professional positions, “survival” jobs, and internships. The office also provides information on external funding opportunities.

Dossier Service

Student Academic Affairs administers a dossier service that keeps on file letters of recommendation for PhD students. This file is especially useful in applying for teaching positions and other professional employment. Establishing a dossier file ensures the confidentiality of letters of recommendation and the prompt distribution of credentials at a low cost. The service also makes it easy to send reference letters to multiple institutions and potential employers. Only the school’s doctoral students are eligible to use the dossier service. Email gfdossier@newschool.edu for more information.

Writing Center

The Writing Center provides individual tutoring sessions in which New School for Social Research students of all levels seeking to improve as writers can discuss issues pertaining to all aspects of graduate and academic writing, from citation styles to organizing a research paper, to writing a dissertation proposal and revising for publication. Because our goal is to help students improve as writers, not just improve one particular piece of writing, we strongly encourage and expect them to engage actively in the learning process by asking questions and focusing on specific topics. The Writing Center also runs interactive workshops on select topics pertaining to graduate writing. Because demand is especially high toward the end of the semester, students are encouraged to begin working on their papers and utilize the center’s resources as early as possible. Please contact graduatewritingcenter@newschool.edu for more info.
OFFICE OF STUDENT SERVICES

Student Services offers workshops, lectures, events, and programs that enrich each students’ academic experience at The New School and reflect the university’s diverse student population. Students are encouraged to become involved in student organizations and other leadership programs. Student Services also offers a recreation program and a health education program. It is committed to bringing students together from the eight schools to build a community and an environment that reflect the principles of fairness, civility, and diversity. The offices include:

• Student Housing and Residence Life
• Student Health Services
• International Student Services
• Student Disability Services
• Student Rights and Responsibilities
• Career Development
• Intercultural Support
• Student Development

To find out more about Student Services, visit www.newschool.edu/studentservices.

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. All residences and some 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 to handle crises and emergencies. 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 also 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 local real estate market. Workshops and one-on-one sessions are also available. For more information about student housing, visit www.newschool.edu/studentservices.

International Student Services

This school is authorized under federal law to enroll non-immigrant alien students.

International Student Services’ mission is to help international students reach their fullest potential and have positive experiences at the university. In cooperation with departments, faculty, staff, and students themselves, International Student Services promotes diversity and respect for people from all over the world. The office helps international students offer workshops, handouts, and other programs as well as advice and support. All international students are required to attend orientation and check in with International Student Services so that the office can review their documents and ensure that they have been properly admitted into the United States and to review rights, responsibilities and regulations. One-on-one advising sessions are available to all international students. For more information, visit www.newschool.edu/studentservices.

Student Disability Services

All students at The New School are encouraged to reach their highest level of achievement. Through student services and programs, the school emphasizes the importance of recognizing and embracing individual differences. In keeping with this philosophy, The New School is committed to ensuring that students with disabilities obtain full access to academic and programmatic services. Student Disability Services is designed to provide students with disabilities academic and programmatic accommodations as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973. Students with either a temporary or chronic disability of any kind can feel free to submit medical documentation to Student Disability Services at the beginning of the semester and receive information and advice on policies and procedures, accommodations, and support available. For more information, visit www.newschool.edu/studentservices.

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 nonmatriculating 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 work 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, 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 nonmatriculating 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 6 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.
Food Services

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

Diversity Initiative

The University Diversity Initiative puts The New School’s commitment to being “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 create 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 diverse perspectives to the university community and reach out to the various ethnic, religious, and other communities of New York City. For more information, contact Celesti Colds Fecher, director of the University Diversity Initiative, 212.229.5615.

Intercultural Support and HEOP

79 Fifth Avenue, 5th floor 212.229.8996 www.newschool.edu/studentservices

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build and establish community at The New School. The 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 (HEOP) and the Student Ombuds Office.

FACILITIES

Buildings

The New School occupies over 1,000,000 square feet of academic and residential space in more than 20 buildings. Approximately 85% of the academic space is located on various sites adjacent or close to 11th, 12th, and 13th Streets and Fifth Avenue. The remaining 15% of academic space falls outside the university core and is located in Midtown and Uptown Manhattan. Most of the student residential space is located near or within the primary campus.

The location of the Albert List Academic Center, at 6 East 16th Street, offers both the convenience and stimulation of an urban setting and the neighborhood quality and cultural diversity of the surrounding Union Square environment. Administrative, departmental, and faculty offices are housed in this facility, as well as university classrooms, computer labs, and offices relating to student services.

Several other university buildings are located nearby. The building across the street at 80 Fifth Avenue is where some New School for Social Research centers and university administrative offices are housed. The building at 72 Fifth Avenue provides academic, administrative, and research space for Milano The New School for Management and Urban Policy. Facilities located at 2 West 13th Street, and 66, 68, and 70 Fifth Avenue include academic and exhibition space for Parsons The New School for Design; New School academic programs and research centers; the University Writing Center; and the security department. The Parsons Annex at 25 East 13th Street provides newly renovated space for the fine arts, interior design, lighting, and architecture programs.

Facilities at 55 West 13th Street includes four floors of computer labs and multimedia classrooms; The New School for Jazz and Contemporary Music and the Guitar Study Center; information technology services; offices for the communications, development, and facilities departments; and the mail and duplicating center. Newly renovated space in this building includes two floors that provide student services, meeting and presentation rooms, and a technology mapping center.

The university’s general administrative offices are located in the New School building at 66 West 12th Street, along with classrooms, the New School departmental space and faculty offices. This facility also houses the Tishman Auditorium. The Vera List Courtyard connects The New School for General Studies facility with 65 West 11th Street, the building that houses academic and administrative space for Eugene Lang College. Public spaces, such as a cafeteria and a special events room, are also located at 64 West 11th Street. The Theresa Lang Student Center is located across the street at 64 West 11th Street.

Academic facilities located outside the campus core include 560 and 566 Seventh Avenue, which provide space for the Parsons fashion program; 150 West 85th Street, which houses Mannes College The New School for Music; and a three-story building at 151 Bank Street in the Westbeth complex for The New School for Drama.

Computer Resources at 6 East 16th Street

Computer labs are available on the 7th and 11th floors of 6 East 16th Street. The university provides nine computers on the 11th floor and three on the 7th floor, in addition to kiosks on the 9th, 10th and 11th floors.

Arnhold Hall Labs

55 West 13th Street, 3rd and 4th floors

The Arnhold Hall Labs for university computing are housed on the third and fourth floors of 55 West 13th Street. On the third floor, an additional 40 stations have been added for a total of 135 Windows and Macintosh workstations. On the fourth floor there are eight classrooms with varied seating capacities. Each classroom is configured with projection capabilities. In addition, there is a Print Output Room, which consists of networked Fiery printers and 50-inch and 54-inch photo-quality plotters. There are approximately 155 Macintosh computers on this floor. Each floor is fully networked and has access to the Internet. Additional equipment on both floors includes printers, scanners, and multimedia and MIDI devices. Available software programs include SPSS, SAS, Macromedia Suite, Adobe Suite, FormZ, Microsoft Office, and many others. There is a lounge on the fourth floor that serves food.

Arnhold Hall Multimedia Lab

55 West 13th Street, 8th and 9th floors

Arnhold Hall Multimedia Lab is housed on the eighth and ninth floors of 55 West 13th Street. The eighth floor consists of four classrooms, six video-audio suites, a transfer room, an animation studio, and a large open lab environment. Hardware devices include Macintosh computers, Media 100s, Avids, scanners, printers, plotters, and projection equipment. Software used in the University Computing Center is available, as well as Adobe After Effects Pro and additional media applications. On the ninth floor, there are four classrooms, the Center for Education and Technology, the Equipment Center, the Center for New Design, and an open lab. This floor is equipped with Windows workstations and Macintoshes configured for use in photography. Software includes SPSS, SAS, Alias, Maya, 3D Studio Max, and others. There is a small lounge on this floor. Each floor is fully networked and has access to the Internet.

For more information on university computing facilities, visit www.newschool.edu/ac.
LIBRARY AND RESEARCH 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. For information about all the libraries listed below, please visit library.newschool.edu.

University Libraries
Fogelman Social Science and Humanities Library
Gimbel Art and Design Library
Scherman Music Library

Consortium libraries
New York University
Avery Fischer Center for Music and Media
Elmer Bobst Library
Courant Institute of Mathematical Sciences
Cardozo Law Library
Cooper Union Library
New York Academy of Art
New York Historical Society
The New York Public Library

The University Writing Center

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, 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. Visit www.newschool.edu/admin/writingcenter for more information.

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.

Computer Facilities

Students have access to the latest technology in the university’s computer, print, and A/V equipment centers. For centers and hours, visit www.newschool.edu/at/ and choose “labs and services.” Features include:
• Mac and Windows open lab, computer & presentation classrooms
• Advanced Video, Audio, Web & Print Design, 2D & 3D Modeling & Animation, Research & Statistics and MSOffice software and hardware available
• AV Recording Studio with microphones and lighting gear
• Private editing suites, Equipment Center and Print Output Center on site
• Self-help, online reservation for select facilities
• Specialty scanners (oversized, slide, film, & drum)

Wireless

The New School provides free wireless Internet access throughout the campus. Students should be sure to have the latest anti-virus and anti-spyware software.

University Help Desk

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

In order to use New School facilities — classrooms, libraries, and, if applicable, the consortium libraries — a student must have a valid photo identification card.

Newcard

The newcard is the The New School’s campus card and functions as a university photo ID. The card can also be used for a declining balance meal plan.

Most university special events — conferences, guest lectures, workshops, readings, screenings, and performances — are free to students with a valid newcard. Student discounts are also offered by many stores and cultural institutions for those with a New School newcard. A complete listing is available in the Student Handbook.

Cards are obtained in person at the Campus Card Services Office located at 66 West 12th Street, room 409. A government-issued photo ID (driver’s license, passport, etc.) is required.

The newcard is the property and official identification card of The New School. Its use is governed by The New School regulations and it must be carried at all times while on university property.

The newcard contains magnetic fields and internal circuitry which interact with various devices on campus and should not be altered or damaged in any way.

An initial newcard is issued at no charge. A replacement fee of $25 is required for lost or damaged cards, with exceptions for name change and in case of theft. If a newcard is stolen, students must provide an official police report to waive the replacement fee.

Campus Card Services Hours of Operation

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Monday</td>
<td>8:30 a.m.–5:30 p.m.</td>
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<tr>
<td>Tuesday</td>
<td>8:30 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:30 a.m.–6:00 p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:30 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>8:30 a.m.–4:30 p.m.</td>
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Additional hours are added at the beginning of each semester. Contact Campus Card Services at 212.229.5323 x 4472 with any questions concerning the newcard program.

Safety and Security

Security information for The New School is available on our website, please visit www.newschool.edu/security.

You can contact the Security Department at these numbers:

Daytime (from 8:00 a.m. to 6:00 p.m.): 212.229.5101
Nighttime (from 6:00 p.m. to 8:00 a.m.): 212.229.5165

UNIVERSITY POLICIES

INSTITUTIONAL INFORMATION

A full listing of New School institutional information can be found on the university website at www.newschool.edu, including current updates to the following:

- Financial assistance information (federal, state, local, private, and institutional need-based and non-need-based assistance programs, Title IV, FFEL, and Direct Loan deferments)
- Institutional information (fees, refund policy, withdrawal from school, Title IV grant or loan assistance information, academic information, and disability services for students)
- Completion and graduation rates and transfer-out-rates (graduation rate of degree-seeking students, and transfer-out rates of degree-seeking students)

To request copies of any of these reports, contact the appropriate office listed on the website.

Online access to your student account and records: All registered students can access their personal current student information through ALVIN on MyNewSchool, the university’s Web portal. Students, once they have a password, can access ALVIN on MyNewSchool to view up-to-date records including enrollment in courses, status of tuition and fees (paid, owed, and refundable), and grades earned.

Religious Absences and Equivalent Opportunity

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

Immunization Requirements

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

All students must also affirm that they have read the material distributed by the university on meningococcal disease and either plan to get an immunization, have documentation of having had a meningococcal immunization, or decline the immunization in writing. All new students receive in their 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.
Campus Crime Reporting and Statistics

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

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 2007–2008 academic year, for example, 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 and June 30. Visit the Office of Institutional Research at www.newschool.edu/admin/oir for more information.

FERPA

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 regarding 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 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 Registrar’s Office in writing. This notification must be renewed annually at the start of each fall term.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their 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 Registrar’s 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

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, education and access to its educational, artistic and/or cultural programs and activities. The New School does not discriminate on the basis of age, race, color, gender or sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran or marital status.

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

  The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to:

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their Division’s Dean Office, their Department Director, or the Office of the Senior Vice-President for Human Resources & Labor Relations, who is the University Disability Official.
The New School is committed to academic freedom in all forms and for all members of its community. It is equally committed to protecting the right of free speech of all outside individuals authorized to use its facilities or invited to participate in the educational activities of any of the university’s schools. A university in any meaningful sense of the term is compromised without unhindered exchanges of ideas, however unpopular, and without the assurance that both the presentation and confrontation of ideas takes place freely and without coercion. Because of its educational role as a forum for public debate, the university is committed to preserving and securing the conditions that permit the free exchange of ideas to flourish. Faculty members, administrators, staff members, students, and guests are obligated to reflect in their actions a respect for the right of all individuals to speak their views freely and be heard. They must refrain from any action that would cause that right to be abridged. At the same time, the university recognizes that the right of speakers to speak and be heard does not preclude the right of others to express differing points of view. However, this latter right must be exercised in ways that allow speakers to state their position and must not involve any form of intimidation or physical violence. Beyond the responsibility of individuals for their own actions, members of the New School community share in a collective responsibility for preserving freedom of speech. This collective responsibility entails mutual cooperation in minimizing the possibility that speech will be curtailed, especially when contentious issues are being discussed, and in ensuring that due process is accorded to any individual alleged to have interfered with the free exchange of ideas. Consistent with these principles, the university is prepared to take necessary steps to secure the conditions for free speech. Individuals whose acts abridge that freedom will be referred to the appropriate academic school for disciplinary review.

**Academic Freedom: Free Exchange of Ideas**

An abiding commitment to preserving and enhancing freedom of speech, thought, inquiry, and artistic expression is deeply rooted in the history of The New School. The New School was founded in 1919 by scholars responding to a threat to academic freedom in this country. The University in Exile, progenitor of The New School for Social Research, was established in 1933 in response to threats to academic freedom abroad. The bylaws of the institution, adopted when it received its charter from the State of New York in 1934, state that the “principles of academic freedom and responsibility … have ever been the glory of the New School for Social Research.” Since its beginnings The New School, has endeavored to be an educational community in which public as well as scholarly issues are openly discussed and debated, regardless of how controversial or unpopular the views expressed are. From the first, providing such a forum was seen as an integral part of a university’s responsibility in a democratic society.
The New School for General Studies remains a center of innovation in American certificates. A pioneer of lifelong education in the United States, The New School offers the following degrees: Bachelor of Arts and Bachelor of Science in Liberal Arts, Master of Arts and Master of Science in International Affairs, offers the following degrees: Bachelor of Arts and Bachelor of Science in Liberal Arts, Master of Arts and Master of Science in International Affairs, Master of Arts in Media Studies, Master of Fine Arts in Creative Writing, liberal arts, offering MA and PhD degrees.

In the decades since, The New School has grown into a university of eight undergraduate and graduate schools enrolling approximately 9,000 students in its degree programs. It also continues to enroll thousands of students annually in its non-credit continuing education courses. It offers courses online, as well as in the classroom. It is home to several distinguished research and policy institutes.

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Visit www.newschool.edu/administration.html

The New School for General Studies

The New School for Social Research

Established in 1934 as the Graduate Faculty of Social and Political Science, by scholars of the University in Exile, The New School for Social Research has been a center of world-class scholarship since then, offering an academic setting where disciplinary boundaries are easily crossed. The school awards master's and doctoral degrees in anthropology, economics, philosophy, political science, psychology (including clinical psychology), and sociology and terminal MA degrees in historical studies and liberal studies.

Parsons The New School for Design

Parsons The New School for Design was founded in 1896 by the noted artist William Merritt Chase. In the 1930s, it was named Parsons School of Design for its long-serving president, Frank Alva Parsons, whose career was dedicated to merging visual art and industrial design. Today it is one of the preeminent design schools in the world. Its graduates are known for the quality of the products, built environments, and visual communications they design. Parsons offers the bachelor of fine arts degree in architectural design, communication design, design and technology, fashion design, fine arts, illustration, interior design, photography, and product design and in its integrated design curriculum; bachelor of business administration in design and management; and bachelor of science in environmental studies (NYS approval pending). Master's degrees are offered in architecture, lighting design, history of decorative arts, painting and sculpture, photography, and design and technology. Parsons also offers an AAS degree and a continuing education program.

Eugene Lang College The New School for Liberal Arts

This is The New School’s four-year college for traditional-age undergraduates. Emphasis is on small, seminar-style classes. Innovative interdisciplinary areas of study lead to the Bachelor of Arts degree. These include literature and writing; arts in context; visual arts, theater, dance; environmental studies; religious studies; social and historical studies; psychology; philosophy; science, technology and society; education studies; urban studies; and cultural studies and media. Qualified students can earn a dual bachelor of arts/bachelor of fine arts degree at Parsons The New School for Design or The New School for Jazz and Contemporary Music. There are accelerated bachelor's/master's degree options in association with several graduate programs. The school began in 1973 as an experimental program. It became a full division of the university in 1985 thanks to a generous gift from New School trustee Eugene Lang, the well-known educational philanthropist.

Milano The New School for Management and Urban Policy

Since 1975, Milano’s graduate programs have been developing the analytical, managerial, and leadership skills of working professionals with the goal of facilitating positive change in communities, governments, and corporations on the local, national, and global levels. The school is named for the university trustee Robert J. Milano, who generously supported its mission. Milano offers the master of science degree in urban policy analysis and management, nonprofit management, and organizational change management and a PhD degree in public and urban policy.
Mannes College The New School for Music

Founded in 1916 by David Mannes, this distinguished conservatory became a division of The New School in 1989. Mannes offers aspiring young musicians an unusually comprehensive conservatory curriculum in a supportive setting, training students in instrumental and vocal performance, composition, conducting, and music theory. The college offers the following degrees and credentials: bachelor of music, bachelor of science, undergraduate diploma, master of music, and professional studies diploma. Unique among New York’s conservatories, Mannes remains true to its origins as a community music school through its Extension Division and children's Preparatory Division.

The New School for Drama

Since the 1940s when Erwin Piscator brought his Dramatic Workshop to The New School, the university has had a close association with the theater. The New School for Drama trains actors, writers, and directors side by side in an integrated curriculum. The training is rooted in the Stanislavski Method. Students gain practical experience in a wide range of workshops and full-length performances, including a public one-act play festival every year. The New School for Drama's full-time three-year program leads to the master of fine arts degree in acting, directing, or playwriting.

The New School for Jazz and Contemporary Music

The New School for Jazz and Contemporary Music offers young musicians a unique mentor-based course of study with a faculty of professional artists who have close links to New York City's jazz scene. It is a program for students who expect to make a living from their music. Jazz has traditionally been taught by one musician to another rather than being studied in school. The New School keeps that heritage alive. Its students benefit from direct exposure to the traditions of jazz and the latest professional practices in an intellectual environment that encourages exploration and innovation. The New School for Jazz and Contemporary Music offers the bachelor of fine arts degree in jazz performance and jazz composition and arranging. Qualified students can pursue a dual BA/BFA degree in collaboration with Eugene Lang College The New School for Liberal Arts.
The New School is undergoing expansion and renovation. Watch for updated maps each semester. Published 11/06/08.