



THE NEW SCHOOL

THE NEW SCHOOL FOR SOCIAL RESEARCH

2010–2011 CATALOG
www.newschool.edu/nssr

2	Academic Calendar
3	A History of The New School for Social Research
4	Faculty
6	Doctoral Dissertations, 2010
8	Departments and Courses
8	Department of Anthropology
12	Department of Economics
23	Department of Philosophy
30	Department of Politics
41	Department of Psychology
52	Department of Sociology
58	Committee on Historical Studies
64	Committee on Liberal Studies
68	Centers, Special Projects, and Journals
68	Center for Public Scholarship
69	Center for Attachment Research
69	Hannah Arendt Center
69	Husserl Archives
70	International Center for Migration, Ethnicity, and Citizenship
70	Janey Program in Latin American Studies
70	The Journal Donation Project
71	Schwartz Center for Economic Policy Analysis
71	Transregional Center for Democratic Studies
72	University in Exile Scholar-in-Residence
72	<i>Constellations</i>
72	<i>Graduate Faculty Philosophy Journal</i>
73	<i>International Journal of Politics, Culture, and Society</i>
73	<i>The New School Psychology Bulletin</i>
73	<i>Social Research</i>
74	Office of Admission
76	Financial Aid
82	Academic Policies
82	Degree Requirements
85	Registration
86	Grades and Grading
87	Academic Transcripts
87	Academic Standing and Progress
89	Academic Program Status
92	Tuition and Fees
93	Billing and Refunds
94	Student Life
99	University Policies
102	About the University
102	Officers and Board of Trustees



FOLLOW US ONLINE
www.facebook.com/thenewschool
www.twitter.com/thenewschool

Photo: Bob Handelman

Published 2010 by **The New School**
 Produced by **Communications and External Affairs, The New School**
 Important Notice: The information published herein represents the plans of The New School at the time of publication. The University reserves the right to change without notice any matter contained in this publication including but not limited to tuition, fees, policies, degree programs, names of programs, course offerings, academic activities, academic requirements, facilities, faculty, and administrators. Payment of tuition for or attendance in any classes shall constitute a student's acceptance of the administration's rights as set forth in this notice.

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

THE NEW SCHOOL FOR SOCIAL RESEARCH

CATALOG 2010–2011

Michael Schober, *Dean*
Robert Kostrzewa, *Associate Dean of Academic Planning and Administration*
John VanderLippe, *Associate Dean of Faculty and Curriculum*
Ellen Freeberg, *Assistant Dean of Curriculum and Academic Affairs*
Beatrice Kraemer, *Director of Career Services*
Robert MacDonald, *Director of Admissions*
Tsuya Yee, *Director of Student Academic Support*
Giorgio Zeolla, *Director of Development*
Sonia Salas, *Associate Director of Administration*
David McNamara, *Administrative Coordinator*
Lien Tran, *Academic Systems Coordinator*
Catherine Ruetschlin, *Coordinator of Student Advising*
Jennifer Apdelwyhap, *Executive Secretary*
Kevin Shea, *Senior Office Assistant*
Elizabeth Ziff, *Office Assistant*

The New School for Social Research Board of Governors

Susan Foote, *Chair*
Bernard L. Schwartz,
Vice Chair
Paul Vidich, *Vice Chair*
Keith W. Abell
Henry H. Arnhold
Kenneth J. Bialkin
Craig J. Calhoun
Douglas R. Cliggott
Keith David
Peter de Janosi
Walter A. Eberstadt
Nancy Garvey
Michael E. Gellert
Edith Kurzweil
Paul B. Marrow, Esq.
Ilse Melamid
Daniel T. Motulsky
Robert H. Mundheim
Robert N. Pollin, PhD
Dale Ponikvar
Malcolm B. Smith
Elliot Stein
Aso O. Tavitian

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.

The New School
(USPS 382-140)
Vol. 68, No. 2, August 2010
Published four times a year in July, August, December, and April by
The New School, 66 West 12th Street, New York, NY 10011, USA
Periodicals rate paid at New York, NY, and additional mailing office.
Postmaster:
Send address changes to
The New School
66 West 12th Street
New York, NY 10011

ACADEMIC CALENDAR 2010–2011

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 those challenges requires new ways to view complex systems, and new methodologies to study, explore, and change the world for the better. I look forward to your joining and contributing to the conversation at The New School for Social Research.



Michael Schober, Dean

Fall Semester 2010

Registration

Registration for continuing students	April 5–April 30
Late registration for continuing students	Aug. 23–27
Registration for new students	Aug. 23–27
Last day to add a course	Sept. 13
Last day to drop a course	Sept. 20
Registration for spring semester 2011	Nov. 1–Nov. 29
Fall Open House	Sept. 21, Nov. 20, Dec. 6
Classes and Holidays	
Labor Day (no classes and offices closed)	Sept. 4–Sept. 6
Classes begin	Aug. 30
Rosh Hashanah (no classes)	Sept. 8 evening–9
Yom Kippur (no classes)	Sept. 17 evening–18
Thanksgiving holidays (no classes)	Nov. 24–Nov. 28
Classes and examinations end	Dec. 20
Winter recess	Dec. 21, 2010–Jan. 21, 2011

MA, MS, and PhD 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 take MA and PhD oral examinations for January graduation: Dec. 21

Last day to defend dissertation for January graduation: Nov. 18

Last day revised dissertation, incorporating committee changes, may be delivered to Student Academic Affairs for January graduation: **Jan. 15, 2011**

Last day to submit survey of earned doctorate form, UMI permission form, final copy of dissertation, and optional copyright fee for January graduation: **Jan. 30, 2011**

Degree Petitions

Last day to file petition with the Office of the Registrar for expected January 2011 graduation (without paying late fee): Oct. 1.

Spring Semester 2011

Registration

Registration for continuing students	Nov. 1–Nov. 29, 2010
Late registration for continuing students	Jan. 18–21
Registration for new students	Jan. 18–21
Last day to add a course	Feb. 4
Last day to drop a course	Feb. 11
Registration for fall semester 2011	Apr. 4–29
Classes and Holidays	
Martin Luther King, Jr., Day (no classes and offices closed)	Jan. 17
Classes begin	Jan. 24
Presidents' Day (no classes)	Feb. 21
Spring recess	March 14–20
Classes and examinations end	May 16
Commencement	May 20

MA, MS, and PhD 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 the Office of the Registrar for expected May 2011 graduation (without paying late fee): Feb. 15.

Summer Term 2011

Registration

Registration for continuing students	April 5–May 2
Registration for continuing and new students	May 20–May 30

Classes and Holidays

Classes begin	June 6
Independence Day (no classes)	July 4
Classes end	July 27

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

New School Accreditations and Affiliations

All degree programs at The New School are registered by the New York State Department of Education. The New School has been regionally accredited by Middle States Commission of Higher Education since 1960. To read the report and documentation from our most recent Middle States, please visit www.newschool.edu/admin/middlestates/. Additionally, professional curricula are accredited by the appropriate professional educational agency or board.

The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981.

Higher Education General Information Survey (HEGIS) numbers are:

Anthropology	2202
Economics	2204
Global Political Economy and Finance	2204
Historical Studies	2299
Liberal Studies	4901
Philosophy	1509
Political Science	2207
Psychology	2001
Clinical Psychology	2203.00
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. 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. Associate Professor of Historical Studies.

Zed Adams

PhD 2008, University of Chicago. Assistant Professor of Philosophy.

Andrew Arato

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

Cinzia Arruzza

PhD 2005, University of Rome. Assistant Professor of Philosophy.

Lopamudra Banerjee

PhD 2007 University of California, Riverside. Assistant Professor of Economics.

Ayse Banu Bargon

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.

Omri Boehm

PhD 2010, Yale University. Assistant Professor of Philosophy.

Chiara Bottici

PhD 2004, European University Institute, Florence. Assistant Professor of Philosophy.

Daniel Casasanto

PhD 2005, Massachusetts Institute of Technology. Assistant Professor of Psychology.

Emanuele Castano

PhD 1999, Catholic University of Louvain. Associate Professor of Psychology.

Doris Chang

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

Christopher Christian

PhD 1996, University of Massachusetts at Amherst. Director of The New School-Beth Israel Center of Clinical Training and Research and Assistant Professor of Psychology.

Alice Crary

PhD 1999, University of Pittsburgh. Associate Professor of Philosophy.

Simon Critchley

PhD 1988, University of Essex. Professor of Philosophy.

Wendy D'Andrea

PhD 2008, University of Michigan, Assistant Professor of Psychology.

James Dodd

PhD 1996, Boston University. Associate Professor of Philosophy.

Federico Finchelstein

PhD 2006, Cornell University. Associate Professor of History.

Duncan Foley

PhD 1966, Yale University. Leo Model Professor of Economics.

Carlos Forment

PhD 1991, Harvard University. Associate Professor of Sociology.

Jenifer Francisco

PhD 2007, Virginia Tech. Assistant Professor of Clinical Psychology, Assistant Director of the Concentration in Mental Health and Substance Abuse Counseling.

Oz Frankel

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

Nancy Fraser

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

Laura Frost

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

Theresa Ghilarducci

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

Jeremy Ginges

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

Jeffrey Goldfarb

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

Neil Gordon

PhD 1991, Yale University. Professor of Literary Studies.

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.

Noah Isenberg

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

Xiaochun Jin

PhD 2003, Adelphi University. Assistant Professor of Psychology.

Andreas Kalyvas

PhD 2000, Columbia University. Associate Professor of Political Science.

Ronald Kassimir

PhD 1996, University of Chicago. Associate Provost and Associate Professor of Political Science.

Stefania de Kenessey

PhD 1984, Princeton University. Dean of Eugene Lang College The New School for Liberal Arts and Associate Professor of Music.

Marcel Kinsbourne

DM 1963, Oxford University. Professor of Psychology.

Paul Kottman

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

Nicolas Langlitz

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

Benjamin Lee

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

Arien Mack

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

Elzbieta Matynia

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

William Milberg

PhD 1987, Rutgers University. 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

PhD 1973. Balliol College, University of Oxford. Distinguished University Professor of Economics.

Edward Nell

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

Dmitri Nikulin

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

Julia Ott

PhD 2007, Yale University. Assistant Professor of History.

Timothy Pachirat

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

Dominic Pettman

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

David Plotke

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

Christian Proaño

PhD 2008, Bielefeld University. Assistant Professor of Economics.

Hugh Raffles

DFES 1999, Yale University. Professor of Anthropology.

Vijayanthi Rao

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

Sanjay Reddy

PhD 2000, Harvard University. Associate Professor of Economics.

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.

Herbert Schlesinger

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

Michael Schober

PhD 1990, Stanford University. Dean of The New School for Social Research and Professor of Psychology.

Willi Semmler

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

Anwar Shaikh

PhD 1973, Columbia University. Professor of Economics.

Ann-Louise Shapiro

PhD 1980, Brown University. Professor of History.

David Shapiro

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

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. Professor of Psychology.

Miriam Steele

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

Ann Laura Stoler

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

Lance Taylor

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

Sharika Thiranagama

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

Miriam Ticktin

PhD 2002 Stanford University. Assistant Professor of Anthropology and International Affairs.

McWelling Todman

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

Jeremy Varon

PhD 1998, Cornell University. Associate Professor of History.

John VanderLippe

PhD 1994, University of Texas. Associate Dean of The New School for Social Research and Associate Professor of History.

Robin Wagner-Pacifici

PhD 1983, University of Pennsylvania. Professor of Sociology.

Louise Walker

PhD 2008, Yale University. Assistant Professor of History

McKenzie Wark

PhD, Murdoch University. Associate Dean of Eugene Lang College The New School for Liberal Arts and Associate Professor of Culture and Media.

Terry Williams

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

Deva Woodly

PhD 2008, University of Chicago. Assistant Professor of Political Science.

Rafi Youatt

PhD 2007, University of Chicago. Assistant Professor of Political Science.

Eli Zaretsky

PhD 1978, University of Maryland. Professor of History.

Aristide Zolberg

PhD 1961, University of Chicago. Walter A. Eberstadt Professor of Political Science and University in Exile Professor Emeritus.

Vera Zolberg

PhD 1974, University of Chicago. Professor of Sociology.

Emeriti**Janet Lippman Abu-Lughod**

PhD 1966, University of Massachusetts. Professor Emerita of Sociology.

Joseph Greenbaum

PhD 1950, University of California, Berkeley. Professor Emeritus of Psychology.

Agnes Heller

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

Eric Hobsbawm

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

Nathan Kogan

PhD 1954, Harvard University. Professor Emeritus of Psychology.

David Schwartzman

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

Louise Tilly

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

Yirmiyahu Yovel

PhD 1968, The Hebrew University (Jerusalem). Professor Emeritus of Philosophy.

Doctoral Dissertations 2010**Doctor of Philosophy**

Michal Aharony

Total Domination—Between Conception and Experience: Rethinking the Arendtian Account through Holocaust Testimonies

Ana Andjelic

Digital Lets Us See Things Differently: The Case of Brands

Erik M. Bell

Sustainability of Fiscal Debt Theory: In History of Thought, an Examination of the States, and a Comparative Analysis of Panel Data Estimation

Fatima Isil Bilican

Change in Interpersonal Schemas during the Psychotherapy Process

Jessica Blatt

How Political Science Became Modern: Race and the Transformation of the Discipline, 1880–1930

Deborah Brown

Self-Disclosure and the Perception of Therapist Quality

Rodrigo Chacón Aguirre

German Sokrates: Heidegger, Arendt, Strauss

Tania Frieda Coiner

Impulsivity and Processing Speed as Predictors of Metacomprehension in Online Dialogue

Alin Ioan Coman

The Propagation of Socially Shared Retrieval Induced Forgetting in Social Networks

Michael P. Corey

The Vietnam War Zippo Lighter: An Entry Point for Examining Personal, Interpersonal, Collected and Collective Memory Making

Guadalupe Correa-Cabrera

Rules of Rebellion? A Tale of “Two Mexicos”: Institutions, the Economy and Uncivil Modes of Political Action in Oaxaca and Nuevo León

- Mamadou Bobo Diallo
Fiscal Policy, Public Debt Sustainability, and Economic Growth: Theory and Empirical Evidence for Selected Sub-Saharan African Countries
- Medea M. Elvy
Therapists' Level of Experiencing as a Predictor of Outcome: Patient-Therapist Intersubjectivity as a Vehicle for Therapeutic Change
- Carlos Figueroa
Pragmatic Quakerism in U.S. Imperialism: The Lake Mohonk Conference, the Philippines and Puerto Rico in U.S. Political Thought and Policy Development, 1898–1917
- Melanie Fox-Borisoff
Therapists' Contribution to the Working Alliance and Rupture Resolution: The Differential Role of Therapists' Interpersonal Schemas of Their Mothers and Fathers in Psychotherapy
- Eric Friedman
Journal Square through an Ethnographic Lens: A Case of a Suspended Place
- Jaroslava Gajdosova
The Literary Field as the Question of Collective Identity: The German Case
- Mariel A. Gallego
Laterality and Attentional Focus while Observing and Performing Manual Approach and Withdrawal Gestures
- Gabriel Gottlieb
Self-Positing and Mutual Recognition: Fichte's Theory of Self-Consciousness
- Matthew J. Gritter
Shaping Incorporation: People of Mexican Origin and Anti-Discrimination Policy
- Petra Gümplöva
Sovereignty and Constitutional Democracy
- James R. Harn
Oedipal Reflections: Tragedy as a Philosophic Concept
- Siri Harrison
Using the Rorschach to Identify Differential Psychological and Personality Patterns of Patients Diagnosed with Psychogenic Non-Epileptic Seizures
- Wei-Shan Huang
Between Nations: Three Transnational Ethnic Chinese Religious Organizations and Their Presence in New York Chinese Immigrant Communities
- Shelley L. Hurt
Science, Power and the State: United States Foreign Policy, Intellectual Property Law, and the Origins of Agricultural Biotechnology, 1969–1994
- Angela Jones
The Niagara Movement 1905–1910: Social Change and the Making of Black Publics
- Seda Kalem
Contested Meanings—Imagined Practices: Law at the Intersection of Mediation and Legal Profession: A Socio-legal Study of the Juridical Field in Turkey
- Rosanne Kennedy
Rousseau and the Perversion of Gender
- Bogdana Koljević
Biopolitics and Political Subjectivity
- Bernhard Leidner
Morality Shifting
- Michelle Levine
Copresence and Coordination in Jazz Musicians' Collaborative Music-Making
- Morten Lyngeng
Acting Contrary to Better Knowledge: A Lacanian Theory of Understanding, Identity and Action
- Peter Marina
Becoming Pentecostal—Conversion Careers in a Holy Ghost Church
- Dulce V. McFarlane
Teacher-Student Communication: Inclusion and Exclusion in the Diverse Classroom
- Laura Miller
Theorizing Religion, Constitutionalizing Religion: Taylor, Connolly, Habermas, and the U.S. Supreme Court
- Anna Moser
Performative Intentionality: On Performativity of Thought and Language in Kant and Wittgenstein
- Anjannette Padilla Ryan
Mindfulness in Therapeutic Presence: How Mindfulness of Therapist Impacts Treatment Outcome
- John Pinkard
African American Felon Disenfranchisement: A Case Study in Modern Racism
- Patrick Rafferty
Overloaded and Over-stimulated: Impaired Retrieval-Induced Forgetting in Borderline Personality Disorder
- Mary Riddell
Reproductive Free Trade: Assisted Reproductive Technology and Egg Donation on the Internet
- Adam Rosen Carole
Plurality and Perspective: On the Nature and Status of Psychoanalytic Knowledge
- Nicholas Rosenberg
Cultural Differences in First Memory in Korean-Americans and European-Americans
- Amalia Rosenblum
Pride and Prejudice: The Mediatonal Role of Socio-Cognitive Development in the Occurrence of PTSD among Mizrabai Immigrant Veterans in Israel
- Juan Eduardo Santarcangelo
Growth, Employment and Labor Productivity: A Long Run Analysis for the Case of Argentina
- George Schinkel
Narrative Constitution of Identity in Precontemplative and Contemplative Stage Smokers
- Markus Schneider
Essays on the Statistical Mechanics of the Labor Market and Implications for the Distribution of Earned Income
- Eric Schumacher
Logos as Radical Analogy: Locating the Structure of Analogy in Aristotle's "Physics, Alpha"
- Judith Simonsen
Knowledge and Power: The Role of Scientific Doctrine and Psychiatric Evaluation in the American Eugenics Movement
- Fanny Söderbäck
Time for Change: On Time and Difference in the Work of Kristeva and Irigaray
- Eric Sunol
Environmental Policies to Enhance Technological Change in the Electricity Sector
- Barbara Syrrakos
To Rise Above the Interests: Deliberating the European Union's 2003 Common Agricultural Policy Reform
- Anne Van Leeuwen
Irigaray, Heidegger and the Question of Sexual Difference: An Examination of the Phenomenological Stakes of Irigaray's Later Work
- Lois Woestman
The Emperor's New Clothes: "Post-Socialism," Property and Power in Addis Ababa, Ethiopia (1991–2001)
- Rocío Zambrana
The Logic of Critique: Hegel, Honneth, and Dialectical Reversibility

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

The Department of Anthropology stands at the forefront of The New School’s commitment to critical social inquiry. Since its inception in 1971, the department has fostered cutting-edge empirical, historical, and ethnographic scholarship. Long committed to the interdisciplinary breadth necessary for innovative research, the department builds on its close relations with the faculty of The New School for Social Research and of the campus as a whole.

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 scholarship characterized by careful ethnography, innovative research methodologies, and a sustained 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, and the India-China Institute. 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

Administrative Staff

Charles Whitcroft, Department Senior Secretary

Tyler Boersen, Student Advisor

Chair

Ann Laura Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies

Department Members

Lawrence Hirschfeld, Professor of Anthropology and Psychology

Nicolas Langlitz, Assistant Professor of Anthropology

Benjamin Lee, Professor of Anthropology and Philosophy

Hugh Raffles, Professor of Anthropology (on leave fall 2010–spring 2011)

Vyjayanthi Rao, Assistant Professor of Anthropology and International Affairs

Janet Roitman, Associate Professor of Anthropology and International Affairs

Sharika Thiranagama, Assistant Professor of Anthropology

Miriam Ticktin, Assistant Professor of Anthropology and International Affairs

Affiliated Faculty

Jonathan Bach, Associate Professor and Associate Director, Graduate Program in International Affairs, The New School for General Studies

Stephen Collier, Assistant Professor, Graduate Program in International Affairs, The New School for General Studies

Rachel Heiman, Assistant Professor of Anthropology, Department of Social Sciences, The New School for General Studies

Jaskiran Dhillon, Assistant Professor of Education Studies, Eugene Lang College The New School for Liberal Arts

Gustav Peebles, Associate Director, Bachelor’s Program, The New School for General Studies

Part-time Faculty

Joanne Cunningham, PhD, 2004, University of Michigan, Ann Arbor

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. 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 once per year in the spring semester.

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 concentrate on the radical impact of global transformations in the past and in the contemporary world.

GANT 5501 Children in Culture

Fall 2010. Three credits.

Lawrence Hirschfeld

Children don't speak, think, or behave like adults, and are as distinct from adults as the French are from the English; and the English are from North Americans. This course explores the lives of children, the lifespaces they inhabit, and commonly held ideas about children and parenting from a cultural perspective. It treats childhood both as a cultural construction and as a distinctly constructed culture. Topics include: how children in different cultures and historical epochs resemble each other; how children acquire knowledge of the cultures they live in and the knowledge needed to participate in these cultures; the importance of parents in shaping their children's development; how different notions of childhood affect their developmental pathways. Focus is on representations of children and childhood in American culture.

GANT 6050 Anthropology as a History of the Present

Spring 2011. Three credits.

Sharika Thiranagama

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 from 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 counts in different societies 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 2010. Three credits.

Miriam Ticktin

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

GANT 6053 Sites of Contention in Contemporary Ethnography

Fall 2010. Three credits.

Nicolas Langlitz

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 substantial text per week, and students will be asked to write brief reaction papers at regular intervals throughout the course.

GANT 6062 Critical Foundations of Anthropology II

Spring 2011. Three credits.

Vyjayanthi Rao

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

GANT 6106 Policing the Family: Kinship, Intimacy and Society

Fall 2010. Three credits.

Sharika Thiranagama

The study of kinship has wandered off anthropological syllabi just as it assumes ever greater significance within contemporary (often dystopic) political debates on the societies produced by different kinds of families. This course will examine specific debates and new dilemmas produced by the ever heightened emphasis on the family in contemporary life across the globe, and, introduce students to a sustained reading of anthropological and social theory through the prism of kin, intimacy, fantasy, and regulation of appropriate sexuality. Theorists that will be read in a sustained fashion will be Sigmund Freud, Jacques Donzelot, Pierre Bourdieu, Michel Foucault, Anthony Giddens and Marilyn Strathern. They will be read in tandem with historical and anthropological work on themes ranging from the imperial regulation of the intimate, the harem in European ideas of sovereignty, bio-genetic imaginations, the rise of particular forms of modernity as forms of love, the entanglements of kin and property, debates on caring, to the impact of new reproductive technologies among others. Firstly, the course will focus on kinship and intimacy as distinct structures of recognition that generate their own ambivalence, anxiety, comfort, and excitement. Secondly, it will locate how talking, thinking, doing and imagining how people are “properly” related to each other (as well as potential transgressions) are central to imaginations of the social itself. This will also initiate a larger debate on the nature of social change. Thirdly, the course will acquaint students with a precise and calibrated entrypoint into social theory.

GANT 6140 Theories of Feminism

Spring 2011. Three credits.

Miriam Ticktin

We will examine various ways that feminist scholars have theorized power and difference with regard to “woman,” gender, race, sexuality, class, nation and empire, and the relationship of feminism(s) to humanism and post-humanism. This includes tracing how theory and epistemology change and are changed by political climates, including the meaning of feminism itself. In addition, we will devote a significant amount of time to exploring the relationship of particular theories to political practice and changing historical circumstances.

GANT 6112 The Natural History of the Mind

Fall 2010. Three credits.

Lawrence Hirschfeld

This seminar explores the emerging field of evolutionary psychology. Concerned with the natural history of higher-order cognitive processes, evolutionary psychology approaches the mind as a toolbox of specialized cognitive systems that evolved to meet recurrent problems in the environments inhabited by our ancestors. The seminar pays special attention to those adaptations that enabled human social and cultural life. We will examine a number of questions, including: What was the nature of the physical and social environments in which uniquely human cognitive systems evolved? What continuities are there between human cognition and the cognition of other animals? What contemporary behaviors reveal evolved adaptations? Which do not? What can evolutionary studies tell us about the way our minds are organized? What role does the environment play in the expression of adapted mechanisms? In what ways does evolutionary psychology misuse evolutionary theory?

GANT 6203 Anthropology of Science

Spring 2011. Three credits.

Nicolas Langlitz

Since anthropology has shifted its focus from the supposedly premodern to the contemporary, science—as a defining element of modern cultures—has become a key site of anthropological inquiry. This course will revisit some of the by now classical work in this area before beginning to explore new venues. It will assess the critical potential of ethnographic observations of scientific practice probing different models of collaboration between anthropology and science. A discussion of hybrid nature/culture ontologies will serve to question the opposition of cultural and biological anthropology. We will explore the borderlands between the anthropology of science and religion. And a century after Max Weber's famous lecture, the course will examine the epistemic virtues and ethical norms informing contemporary "science as a vocation."

GANT 6215 Economization

Spring 2011. Three credits.

Janet Roitman

This course will take up a central question: to what extent is anthropology adequate to the task of inquiring into economic life? In response, we will first consider 1) the historical significance of liberalism for the theorization of the economy and 2) the emergence of the category of "the economy" as a distinct entity and concept. We will then turn to the anthropology of value as one distinct way in which anthropology has conceptualized, evaluated, and represented both the economy and economics. These readings on the anthropology of value—which treat the topics of money, property, and wealth, for example—established certain approaches to the study of new forms of economic organization, such as finance. However, more recent work in economic sociology and actor network theory have demonstrated the inadequacies of those approaches, providing methods for studying what is now known as "the performativity of economics" and processes of economization. Students will be asked to consider the ways in which these recent approaches to studying economic life have taken up the aims of anthropology itself.

GANT 6403 Medical Anthropology of HIV/AIDS

Fall 2010. Three credits.

Joanne Cunningham

This course will view the AIDS pandemic from a medical anthropological perspective. The readings will link the experience of individual suffering to larger political, social, and historical forces. From the vantage point of the afflicted individual, illness and care are understood within particular cultural, moral, and social worlds. However, illness can introduce rupture into understandings of self and personhood, while serving at once to reflect and reproduce existing gender, class, social and political hierarchies of power. Local understandings of illness compete with biomedical models of disease; local efforts at treatment are constrained by global economic and political forces; and people, communities and countries are transformed into symbols of risk and targets of accusation. And, in the case of AIDS, seemingly private acts represent the nexus of larger social, economic and political forces.

GANT 6715 Cultures of Documentation

Spring 2011. Three credits.

Ann Stoler

Documents are cultural artifacts with lives and itineraries of their own. While historians treat documents as the grist of their historiographic labors, they have often neglected to reflect on the content lodged in particular documentary forms. Anthropologists, on the other hand, once steered clear of documents altogether, passively, sometimes aggressively sharing Claude Lévi-Strauss' contention that ethnology defines itself by the study of "what is not written." Neither of these postures and approaches holds today. Over the last decade there has been an explosion in attention both to visual and written archives, to "paper trails," to "paper empires" and to the Latin root of documentation, *docere*, to the "teaching" task that documents perform. In this seminar, we will look at the wide-range of fields and disciplines in which the nature of documents has come into analytic focus and creative question. Our focus will be in part on how documents create the realities which they only ostensibly describe. Principles of organization, systems of storage and retrieval, forms of reproduction, technological innovation—all shape the political forces to which they rise. Documentation can be vital technologies of rule in themselves, the apparatus that shape and permeate our lives. Among the documentary "artefacts of modern knowledge" that we will explore are identity papers, passports, state commissions, as well as letters, diaries, photo albums, electronic record-keeping, and fiction. Readings will include Annalies Riles, *Documents: Artifacts of Modern Knowledge*, Chris Penney, *Camera Indica*, Ann Laura Stoler, *Along the Archival Grain*, Carolyn Steedman, *Dust*, Natalie Davis, *Fiction in the Archives*, Oz Frankel, *States of Inquiry*, Annette Kuhn, *Family Secrets*, Marianne Hirsch, *Family Frames*, Estelle Lau, *Paper Families*.

GANT 6725 The Colonial and Postcolonial Disorder of Things

Fall 2010. Three credits.

Ann Stoler

Can a history of our contemporary world be written without writing a history of empire? Can one understand the techniques, technologies, and politics of genocide and torture without a history of imperial governance? Can one account for the programs and policies of the European radical right without understanding how racism and state violence has been woven through the fabric of liberal democracy and the distribution of resources in Europe today?

DEPARTMENT OF ECONOMICS

Critical studies of colonialism have a deep genealogy, some of which has been acknowledged, some of which has not. Postcolonial studies is only one manifestation of it. Emerging on the Anglo-American academic scene nearly thirty years ago, it has just recently hit the French and German academic bookshelves. How have its critical tactics and methods changed? While for some postcolonial studies represents a critical multi-disciplinary assault on how the production of knowledge in multiple disciplines—from philosophy to geography, literature, anthropology and medicine have shaped both the policies and perceptions that underwrote Euro-American domination of nearly three-quarters of the globe's population, for others it has been not only a "safe" site of scholarship but a surprisingly atemporal one. For some it is about a morally outrageous past. For others it demands a "worldliness" and a critique of the present. Its project has been to do more than rewrite the history of colonialisms but to revamp what count as viable questions, and to examine the violence wrought by what once were considered colonialism's benign tools of production; concepts and categories, epistemologies and narrative forms, archives and criteria of evidence. Some of that earlier work focused on colonial situations in the past; some on the postcolonial condition of formerly colonized populations. Often left unaddressed was the relationship between the two. Terms like "colonial legacy" and "colonial vestiges" tell us little about what matters, and what durabilities of imperial relations matter today.

That landscape has radically changed in geographic breadth, temporal scope and political scale. In this seminar, we will look at how colonial pasts bear on people's present options and future possibilities, and for whom and in what way there is a vivid colonial present today. We'll examine the "portability" of colonialisms' conceptual categories—what they have enabled, and in what ways they have been revived. We'll look at the conceptual categories of colonial scholarship and what comfort zones it has produced. We'll look at the sexual politics of empire, at the material and psyche debris that it has left in its wake and at debates about whether a history of Europe and its contemporary racial configurations should or should not be understood as a part of the scarred landscape of empire today.

GANT 7005 Doctoral ProSeminar I: Methods

Fall 2010. Three credits.

Vijayanthi Rao

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

GANT 7006 Doctoral ProSeminar II: Project Conceptualization

Spring 2011. 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 literatures 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.

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, Bridget Fisher is Assistant Director, Jeff Madrick is Senior Research Fellow and the editor of *Challenge* magazine, and Joelle Lesser-Saad is Statistician. 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."

212.229.5717 x3044

Admissions Liaison: EconLiaison@newschool.edu

Administrative Staff

Barbara Herbst, Department Senior Secretary

Kate Bahn, Student Advisor

Chair

William Milberg, 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

Deepak Nayyar, Distinguished University Professor of Economics (on leave 2010–2011)

Edward Nell, Malcolm B. Smith Professor of Economics

Christian Proaño, Assistant Professor of Economics

Sanjay Reddy, Associate Professor of Economics (on leave spring 2011)

Willi Semmler, Professor of Economics (on leave fall 2010)

Anwar Shaikh, Professor of Economics

Lance Taylor, Arnhold Professor of International Cooperation and Development

Affiliated Faculty

David Gold, Core Faculty, Graduate Program in 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

Part-time Faculty

Lucas Bernard, PhD, 2009, The New School for Social Research

Paulo L. Dos Santos, PhD, 2006, University of Oxford

Jamee Moudud, PhD, 1998, The New School for Social Research

Arslan Razmi, PhD, 2004, American University

Graduate Study Abroad

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 on completion of the required credits.

- Three core courses:

GECO 6190 Graduate Microeconomics
GECO 6191 Graduate Macroeconomics
GECO 6181* Graduate 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* Graduate 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.

- Five 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, nine 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* Graduate 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.

- Nine 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 six 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 an average of 3.5 or better for both courses.

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

Students who wish to transfer credits 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 Credits

PhD Students are eligible to apply for transfer credits toward the PhD 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 PhD theory core course with a grade of B+ 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. Transfer credits cannot be used to substitute for core courses or the seminar requirement.

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 3.0 or higher in GECCO 6189, GECCO 6281, 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 with the members of their committee, the department secretary, and the department student advisor. This scheduling must be done at least two 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 2010. Three credits.

Anwar Shaikh

An introduction to the history of classical economic thought. Because of its concern with ethics, social class, income distribution, market competition, class conflict, and technological change, classical economics provides important building blocks for an understanding of modern capitalism. We begin with a survey of political economy to 1776, including the mercantilists and the Physiocrats. We then turn to the classical economists. The main focus is on Smith, Ricardo, Mill and Marx. We conclude with a discussion of the relevance of classical thought for economic analysis today.

GECO 5105 Historical Foundations of Political Economy II

Not offered 2010–11. Three credits.

Gary Mongiovi

This course surveys the development of economic analysis from the mid-nineteenth century up to 1960. The early part of this period was marked by a shift from the classical-Marxian focus on objective, or materialist, explanations of value and distribution to the neoclassical emphasis on subjective factors. The theoretical traditions associated with Marshall, Walras, and the Austrians are compared in order to understand how these distinct traditions emerged, contended with one another, and shaped the discipline. Due attention is paid to institutionalist economics, the socialist calculation debates, and the impact of the economists who emigrated from Europe during the political crises of the 1930s. The course concludes with an assessment of the challenge to mainstream economics posed by the postwar writings of the University of Cambridge economists, including Joan Robinson and Piero Sraffa.

GECO 5108 World Political Economy

Spring 2011. Three credits.

Anwar Shaikh

This course focuses on the analysis of contemporary economic problems viewed on a world scale. Lectures by the instructor outline the application of economic analysis to contemporary world problems. Experts also make presentations on a variety of economic issues that possess a global dimension. The course exposes students to a variety of viewpoints. Lab sessions will be arranged. *Prerequisites: Introductory Microeconomics and Macroeconomics and either Intermediate Microeconomics or Intermediate Macroeconomics.*

GECO 5117 The Economics of Innovation in Technology and Design

Not offered 2010–11. Three credits.

William Milberg

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

GECO 6030 Seminar on Finance

Not offered 2010–11. Three credits.

TBA

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 2010–11. Three credits.

TBA

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 6165 Financial History

Not offered 2010–11. 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 Graduate Econometrics

Spring 2011. 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 Mathematics for Economics

Fall 2010. 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 6190 Graduate Microeconomics

Spring 2011. 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 6189 or permission of the instructor. *Cross-listed as LECO 4500.*

GECO 6191 Graduate Macroeconomics

Fall 2010. Three credits.

Arslan Razmi

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 2010–11. 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

Fall 2010, Spring 2011. Three credits.

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.

Advanced Methods Courses

GECO 6200 Advanced Microeconomics I

Fall 2010. Three credits.

Sanjay Reddy

This course approaches microeconomic analysis at an advanced level, presenting some formal techniques used in economic research as well as critical perspectives and possible alternatives. Topics may vary from year to year and include decision theory, welfare economics, social choice and aggregation, general equilibrium theory, or game theory. Adequate mathematical background, including thorough prior familiarity with multivariate analysis, linear algebra and methods of abstract reasoning, is assumed. Lab sessions will be arranged. *Prerequisite:* GECO 6190 or permission of the instructor.

GECO 6201 Advanced Microeconomics II

Not offered 2010–11. Three credits.

Ali Khan

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 2010. 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 2011. 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

Fall 2010. Three credits.

Paulo Dos Santos

This course surveys major issues in contemporary Marxian political economy, with an emphasis on the use of Marxian theory to develop workable economic research projects on contemporary issues. We strive for an accurate understanding of the concepts and methods of Marx's reasoning and contemporary critical discussion of Marx's ideas, together with a critical assessment of what they can contribute to contemporary economics. The topics covered include the labor theory of value and the transformation problem, analytical Marxism, Marx's theory of money and contemporary world monetary systems, Marx's analysis of the circuits of capital as the basis for empirical macroeconomic studies of contemporary economies, Marx's theories of the falling rate of profit and the long-term tendencies of capital accumulation as a foundation for understanding the contemporary development of world capitalism, and other topics.

GECO 6205 Advanced Political Economy II

Spring 2011. Three credits.

Anwar Shaikh

This course covers advanced topics in Marxian economics and, where possible, compares and contrasts classical Marxian and post-Keynesian approaches to these issues. Lectures are based on *Capital*, volumes 1, 2, and 3; and theories of surplus value, as well as modern contributions by authors in the Marxian and Keynes-Kalecki traditions. The course begins with Marx's theory of competition and contrasts it with theories of perfect and imperfect competition. Some of the implications of Marx's theory of competition for neoclassical approaches to foreign trade and structuralist analyses of macrodynamics are discussed. We then apply the theory of competition to Ricardo's and Marx's theories of rent. We move on to a discussion of finance and growth. In this section we compare the Chartalist theory of money with that of Marx, the application of social accounting matrices to the study of macrodynamics, and the relationship of the circuitist school to Marx's theories of money, finance, and the circuit of capital. The final section is on the political economy of the state. In this section, we discuss the effects of budget deficits on growth and some of the contemporary post-Keynesian policies such as the employer-of-last-resort proposal. We also look at some of the sociological and political literature on the state and attempt to identify the underlying economic theories of capitalism. *Prerequisites:* GECO 5104, GECO 6190, GECO 6191, GECO 6189 (recommended), and GECO 6202 (recommended), or permission of the instructor.

GECO 6206 Post-Keynesian Economics

Spring 2011. 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.

Field Courses

GECO 6210 Seminar on Topics in Economic Analysis: Evolutionary Economics and the Theory of the Firm

Not offered 2010–11. Three credits.

TBA

This seminar takes up the theory of the firm in neoclassical and evolutionary economics. Within the mainstream, the work of Ronald Coase, Oliver Williamson, and others is considered. This is contrasted to the work of Edith Penrose, George Richardson, Brian Loasby, and others who have contributed to an evolutionary analysis. The overall purpose of the seminar is to shed light on the process of uneven development at the microeconomic level.

GECO 6211 Seminar: The Classical Theory of Price

Fall 2010. 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

Not offered 2010–11. 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 2010–11. 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 2010–11. 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 2010-11. 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 2011. 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

Fall 2010. Three credits.

Arslan Razmi

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 2011. 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 6258 Seminar in Development Economics

Not offered 2010–11. Three credits.

Lopamudra Banerjee

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

GECO 6264 Money and Banking

Spring 2011. Three credits.

Edward Nell

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

GECO 6266 Financial Modeling and Financial Econometrics

Not offered 2010–11. Three credits.

TBA

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

Not offered 2010–11. 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, financial market volatility, and instability feed back into 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

Fall 2010. 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

Spring 2011. Three credits.

TBA

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 2010–11. Three credits.

TBA

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 6281 Advanced Econometrics I

Spring 2011. Three credits.

Christian Proaño

This course builds on GECO 6181. The first half of the semester revisits estimation, inference, and diagnostics. Microeconomic 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

Fall 2010. Three credits.

Christian Proaño

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

Not offered 2010–11. Three credits.

Lucas Bernard

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

GECO 6290 Economic Development I

Fall 2010. Three credits.

Lance Taylor

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

Spring 2011. Three credits.

Lopamudra Banerjee

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 microeconomic methods, but also nonquantitative methods such as anthropological studies. *Prerequisites:* GECO 6181 and GECO 6190, or permission of the instructor. *Recommended:* GECO 6281 and GECO 6200.

Workshops and Seminar Courses

GECO 6323 Seminar in Economic Methodology

Spring 2011. Three credits.

William Milberg

This seminar will cover classical and contemporary debates in the methodology of economics, focusing on questions about the status of economics in relation to ideology, natural science and policy formation; the philosophical foundations of economics (including positivism, realism, pragmatism, postmodernism and feminism); and the sociology of the economics profession, including the post-War rise in prominence of American economics. We will consider issues of power, ideology, rationality, individualism and embeddedness in assessing the epistemological status of claims in economic theory, including mathematical models and econometrics. Readings will include work by Hume, Mill, Marx, Kuhn, Popper, Lakatos, Friedman, Blaug, Mirowski, McCloskey, Lawson, Dow, Hodgson, Hands, Nelson and others.

GECO 6334 Research Workshop and Seminar in Macroeconomics: Topics in Post-Keynesian Economics

Fall 2010. 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

Fall 2010. Three credits.

Duncan Foley

The workshop's aim is to foster student projects that can develop into thesis topics or journal articles. The focus of the workshop will be recent work applying the concepts of nonlinear dynamics and complex systems analysis to economic issues, particularly macroeconomic and financial dynamics. After an introduction to the basic ideas of systems complexity in physical, biological, and social systems, we will look at the specific problems raised by applying complexity ideas to economic systems. A brief review of the basic mathematics of linear and nonlinear dynamical systems will reveal the importance of computer simulation methodology in studying complex systems. Then we will turn to models of complex economic and social interactions, discussing the issue of rationality and bounded rationality in economic models, and the phenomenon of self-organization in complex economic models focusing on the methods of agent-based economic and social modeling. The final section of the course will take up recent work applying statistical mechanical methods from thermodynamics to economic models with large numbers of degrees of freedom.

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

Fall 2010. 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

Fall 2010, Spring 2011. Not for credit.

This is a student-run computer-language workshop.

GECO 6990 Independent Study

Fall 2010, Spring 2011. 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 2010, Spring 2011. 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 2010, Spring 2011. 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 training. *Grading is pass/fail.*

GECO 6993 Mentored Research

Fall 2010, Spring 2011. Three credits.

A mentored research project with a faculty advisor leading to a 25-page research paper.

GECO 7990 Dissertation Workshop

Fall 2010, Spring 2011. Not for credit.

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 2010, Spring 2011. 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.

MHTC 5020 The Political Economy of the City

Three credits.

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.

MIOR 5074 Race, Gender, and Public Policy

Three credits.

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.

MPLC 6068 Urban Labor Markets and Public Policy

Three credits.

This course explores how urban labor markets function and how government programs and nonprofit organizations can work to improve 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.

MEFI 6082 Housing and Real Estate Development

Three credits.

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.

MPLC 6516 Public Finance and Fiscal Management

Three credits.

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.

MPLC 7010 Advanced Policy Analysis

Three credits.

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.

DEPARTMENT OF PHILOSOPHY

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

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

212.229.5707

Admissions Liaison: PhilLiaison@newschool.edu

Administrative Staff

Despina Dontas, Department Senior Secretary

Eric Godoy, Student Advisor

Chair

Simon Critchley, Professor of Philosophy

Department Members

Zed Adams, Assistant Professor of Philosophy

Cinzia Arruzza, Assistant Professor of Philosophy

J.M. Bernstein, University Distinguished Professor of Philosophy

Richard J. Bernstein, Vera List Professor of Philosophy

Omri Boehm, Assistant Professor of Philosophy (begins fall 2011)

Chiara Bottici, Assistant Professor of Philosophy

Alice Cray, Associate Professor of Philosophy

James Dodd, Associate Professor of Philosophy (on leave spring 2011)

Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science

Benjamin Lee, Professor of Anthropology and Philosophy

Dmitri Nikulin, Professor of Philosophy

Affiliated Faculty

Clive Dilnot, Professor of Design History and Theory,
Parsons The New School for Design

Paul Kottman, Assistant Professor of Comparative Literature,
Eugene Lang College The New School for Liberal Arts

Mark Larrimore, Assistant Professor of Religious Studies, Eugene Lang
College The New School for Liberal Arts

James Miller, Professor of Political Science and Liberal Studies

Part-Time Faculty

Alan Bass, PhD, 1975, Johns Hopkins University

Judith Butler, PhD 1984, Yale University

David Carr, PhD, 1966, Yale University

Justin Clarke-Doane, PhD, 2011 (expected), New York University

Bernard Flynn, PhD, 1967, Duquesne University
Drew Hyland, PhD, 1965, Pennsylvania State University
Berel Lang, PhD, 1961, Columbia University
Todd May, PhD 1989, Pennsylvania State University
Ross Poole, BPhil, 1969, Oxford University
Martin Stone, PhD, 1996, Harvard University

DEGREE PROGRAMS IN PHILOSOPHY

MA in Philosophy

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*.

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 6002 Psychoanalysis and Deconstruction II

Spring 2011. Three Credits.

Alan Bass

This course will be devoted to Derrida's more recent texts on psychoanalysis, including study of the texts he analyzes. Included will be the two essays on Lacan, the work on Abraham and Torok, the rereading of Freud's Moses in Archive Fever, the essay on telepathy, the re-engagement with Foucault on Freud in Resistances of Psychoanalysis, and the analysis of fetishism in Glas. While not a prerequisite, students are strongly urged to be familiar with the material from Psychoanalysis and Deconstruction 1.

GPHI 6011 Modern Deductive Logic

Spring 2011. Three Credits.

Justin Clarke-Doane

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 6030 Kant's Critique of Judgement

Fall 2010. Three Credits.

Jay Bernstein

Kant's third *Critique* is widely regarded as the central text constituting modern aesthetics, as well as, in its attempt to negotiate between the extremes of freedom and law-governed nature that are the consequence of Kant's practical and theoretical philosophy, the opening shot of German Idealism. While this course focuses on a detailed reading of Part I, "Critique of Aesthetic Judgment," we shall also read the usually ignored Part II, "Critique of Teleological Judgment." Among the questions addressed: Why does this work have the two parts it does? How are judgments of taste possible? What is the role of reflective judgment in Kant's system generally? Are judgments of sublimity parallel to judgments of beauty? If not, what is artistic beauty? What is the relation between beauty and moral goodness? In what sense are successful works of fine art products of "genius"? What is the role of the "sensus communis"? Apart from reading the *Critique* itself, and in the hope of locating the contemporary standing of this work, students are expected to engage with a range of secondary literature: Allison, Longuenesse, Pippin, Lyotard, Derrida, etc.

GPPI 6034 Psychoanalysis and Deconstruction I

Fall 2010. Three Credits.

Alan Bass

As a major force in contemporary thought, deconstruction has been strongly influenced by psychoanalysis. In turn, as part of its critique of metaphysics, deconstruction has had much to say about the uncritical presuppositions of psychoanalysis. The aim of this course is to study deconstruction and psychoanalysis from both points of view and then to envision how each theory transforms the other. After introducing the basic issues via comparative readings from Nietzsche, Freud, and Heidegger, readings focus on Derrida's deconstructive texts. Other deconstructive and psychoanalytic thinkers are studied with particular attention to the Lacan debate, psychoanalysis as science, and the rethinking of sexual differentiation.

GPPI 6039 French Reading Group

Fall 2010, Spring 2011. 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.

GPPI 6040 German Reading Group

Fall 2010, Spring 2011. Not for credit.

Adam Knowles

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.

GPPI 6041 Greek/Latin Reading Group

Fall 2010, Spring 2011. Not for credit.

E. Jimenez and PJ Gorre

This reading group is meant for students who wish to improve their proficiency in reading philosophical ancient Greek/Latin or to prepare for the Greek/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.

GPPI 6083 Nietzsche

Fall 2010. Three Credits.

James Dodd

This lecture course will explore Nietzsche's thought from "The Birth of Tragedy" to those unpublished notes and manuscripts from the end of his career collected under the title "The Will to Power." The aim will be to appreciate the complexity of Nietzsche's thought, in particular with respect to the manifold challenge to modernity, rationalism, and religion that it represents, but above all we will pursue a very basic question: "who was Nietzsche?"

GPPI 6108 The Birth of Modern Science

Fall 2010. Three Credits.

Dmitri Nikulin

In this course, we will discuss the early modern "scientific revolution" and its philosophical background, which allowed for a radical change in our understanding of the world and our place in it. Texts to be discussed include works of Kepler, Galileo, Descartes, Leibniz, and Newton, as well as some recent critical readings of them in Feyerabend, Kuhn, and Blumenberg.

GPPI 6109 On the Tragic and Its Limits

Spring 2011. Three Credits.

Simon Critchley/Judith Butler

Is the tragic an adequate category for thinking about the nature of contemporary conflicts, and their cycles of revenge, violence and claims to justice and state legitimacy? Was 9/11 a tragedy? Is the Israel/Palestine conflict tragic? Iraq? Afghanistan? The list goes on. What is the nature of the tragic and what is questionable in its constant invocation in the contemporary world? What is the availability of the tragic for us, as an aesthetic genre, a mode of experience and a critique of the present? Are we perhaps approaching the limits of the tragic.

These are some of the general questions that will guide this course. Based in a close, constant, but critical attention to the texts of Aeschylus, Sophocles and Euripides, we will examine philosophical appropriations and misappropriations of the tragic in Rousseau, Hegel, Schelling, Nietzsche, Heidegger, Benjamin, Arendt and others.

A persistent and common concern will be the question of violence in relation to the constitution of the state and legality and the stakes of a critique of violence in relation to the possibility of a provisional anarchism.

Judith Butler will lead 6 sessions and Simon Critchley will lead 8 sessions with the possibility of one or two guest speakers.

GPPI 6110 Michel Foucault and the Question of Governmentality

Spring 2011. Three Credits.

Todd May

During his lecture courses of 1977–78 and 78–79, Foucault focuses on the history of what he calls "governmentality." Governmentality has to do with the practice of governing more than with institutions themselves, which Foucault considers to be instances of the practice. These lectures, and particularly the discussion of neoliberalism in the second volume, are increasingly becoming sources of intellectual discussion. This course will focus on these two volumes. We will begin with (too cursory) readings of *Discipline and Punish* and the first volume of the *History of Sexuality*. This will serve as background for the main discussion, which will consist in a close reading of *Security, Territory, Population* and *The Birth of Biopolitics*.

GPPI 6111 Current Debates Concerning Religion, Secularity, and Modernity

Fall 2010. Three Credits.

Richard Bernstein

Recently there have been a number of debates concerning religion, secularity, and modernity. In this course we will focus on some of the key positions proposed by John Rawls, Charles Taylor, Jürgen Habermas, Robert Audi and Nicholas Wolterstorff, and Jose Casanova. We will also consider some of the critical literature concerning their work.

GPHI 6112 The Fate of The Novel

Spring 2011. Three Credits.

Alice Crary/Martin Stone

The novel is dead, having sustained mortal wounds in the aftermath of World War II. That, at least, is what some prominent literary critics and theorists would have us believe, despite in some general sense granting the novel an important role in the intellectual and moral formation of individuals. The death sentence is sometimes formulated in purely aesthetic terms, so that it becomes a worry about the exhaustion of the space for formal experimentation demanded by artistic modernism. Alternately, theorists claim that the horrors of the twentieth century oblige us to abandon the image of moral development that the novel was presumed to serve. Thus stated, the point is plausibly connected with the influence of various still widely accepted strains of deconstructivist thought and moral skepticism. Our aim will be to explore the different suggestions about the fate of the novel that are at play here. Course readings will include selections from the writings of philosophers (e.g., Cavell, Derrida, Diamond, Habermas and Nussbaum) as well as literary theorists and critics (e.g., Franzen, Roth, Trilling, Vidal, Wallace and Wood) whose work has been central to these conversations. Philosophical and theoretical readings will be complemented by a small selection of post-World War II novels.

GPHI 6113 Hobbes and Spinoza

Fall 2010. Three Credits.

Chiara Bottici

The aim of these lectures is to introduce students to Hobbes and Spinoza by focusing on their theory of imagination. Many interpreters have underlined the similarities between Hobbes and Spinoza, particularly between their political philosophies. During this course, we will set up a more general comparison, by underlining both the similarities and the differences of their approaches to imagination, which particularly emerge when situating their views within their more general philosophical systems and their respective historical contexts.

What is imagination? What role does it play in our lives? How does it relate to passions and reason respectively? Is imagination a source of oppression or a means for emancipation? These lectures address such questions by focusing mainly on Hobbes' *Leviathan* and Spinoza's *Ethics* (but including passages from other works where appropriate). In doing so, we will explore the epistemological, the moral and the political aspects of their theories of imagination.

GPHI 6114 Plato's Metaphysics

Fall 2010. Three Credits.

Cinzia Arruzza

Did Plato really kill Parmenides? In this seminar we will examine Plato's *Metaphysics* and its innovative feature with regard to the previous tradition, through a close reading of two dialogues: *Parmenides* and *Sophist*. We will focus on Plato's criticism of his own theory of Forms, on his attempt to solve its contradictions and on his elaboration of the dialectical method. We will discuss questions like unity and multiplicity, being and non-being, truth and untruth, trying to understand both Plato's method and the foundations of his metaphysical thought.

GPHI 6516 Introductory Proseminar

Fall 2010. Not for Credit.

Matthew Congdon/Janna Van Grunsven

In this proseminar, we investigate a series of philosophical conversations, beginning with Plato and Aristotle and ending in the 20th century, and, through a close reading of selected texts, offer an introduction to the basic themes that inform the study of philosophy at The New School for Social Research. This is a noncredit proseminar for first-year students; while it is not compulsory, it is designed to help new students make the transition to graduate study. To this end, we intersperse lectures from Philosophy department faculty with seminar discussions. Time is also devoted to the issue of academic writing and more general associated with being a new graduate student in the department.

GPHI 6548 Prospectus Seminar

Fall 2010, Spring 2011. Not for Credit.

Simon Critchley

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.

GPHI 6585 Wittgenstein's Tractatus

Fall 2010. Three Credits.

Richard J. Bernstein

This course will consist of a reading of Wittgenstein's *Tractatus*.

GPHI 6587 Hegel's Philosophy of Right

Fall 2010. Three Credits.

Jay Bernstein

The book that we will read in this course bears a complex title: *Philosophy of Right or Outline of Natural Law and Theory of the State*. Hegel's philosophy of "right" is thus meant to include, even to integrate, two different realms: "natural law" as referring to what is right for everybody and "theory of the state" as referring to the political organization of society. Hegel's philosophy of right is ethics and political theory at the same time. With this, two questions have to be addressed. The first question refers to Hegel's concept of "ethical life" ("Sittlichkeit"), which is meant to provide an account of practical normativity that is able to avoid the "paradox of autonomy" in Kantian theories. The second question refers to Hegel's concept of the "state," which aims at developing a theory of political self-government that is able to contain the destructive power of the capitalist economy. Both questions will be addressed in the course in the context of contemporary appropriations of Hegel's arguments and against the background of a synoptic reading of Fichte's *Foundations of Natural Right*.

GPHI 6634 Phenomenology: Continuity and Transformation of a Tradition

Fall 2010. Three Credits.

David Carr

This course will attempt to trace the development of 20th century phenomenology from Husserl through Levinas to Derrida. A large part of the course will be devoted to Merleau-Ponty's appropriation of Husserl's method and his emphasis on the body. Paul Ricoeur's hermeneutic interpretation of phenomenological method will also be considered. Texts from these authors will be studied with a view to their similarity to and difference from the origins of phenomenology in Husserl's work.

GPPI 6635 Philosophy and the Animal

Fall 2010. Three Credits.

Alice Crary

Philosophical fascination with animals is traceable in significant part to perplexity produced by the following two facts: (i) we are ourselves animals (and are endowed with capacities that need to be understood as actualizations of our animal natures) and (ii) animals are unmistakably and mysteriously other. This seminar is concerned with the conversation formed by a number of interesting contemporary philosophical attempts to grapple with these facts. Seminar readings will include writings of, among others, Agamben, Anscombe, Coetzee, Derrida, Diamond, Foot, Goethe, Kant and Thompson.

GPPI 6636 Phenomenology and Political Philosophy in France

Fall 2010. Three Credits.

Bernard Flynn

This course will focus on four thinkers within the phenomenological tradition, broadly considered, who have elaborated political philosophies: Merleau-Ponty, Claude Lefort, Cornelius Castoriadis and Derrida. The political thought of each of these philosophers will be viewed within the context of their work as a whole. We will trace the itinerary of Merleau-Ponty's thought from his early Marxism to his defense of Parliamentary Democracy, to his appropriation of Saussure's Structural Linguistics and then to his debate with Sartre. Lefort will be presented as, in some respects, carrying out the philosophical project implicit in the work of his close friend and mentor Merleau-Ponty, while at the same time elaborating an independent theory of Democracy and Totalitarianism. Castoriadis will be presented as a critic of Marxism and as a theorist of society's self-institution and the process by which this self-institution is concealed. After a presentation of the basic contours of Derrida's early work, a good deal of time will be devoted to his so called "political turn" in his later writings.

GPPI 6637 The Being and Well-Being of the Soul

Fall 2010. Three Credits.

Dmitri Nikulin

In antiquity, psychology was not considered an independent discipline but was closely connected with ontology, cosmology, and ethics. In this seminar, we will consider a variety of ancient philosophical approaches to the understanding of soul, its faculties, including sense-perception, thinking, and memory, and how soul comes to know itself and achieves well-being. Our discussion will draw on the texts of Plato and later Platonic thinkers, Aristotle, the Cynics, and Epicurus.

GPPI 6638 Dogmas of Empiricism

Spring 2011. Three Credits.

Zed Adams

This seminar is an in-depth introduction to the last half-century of analytic philosophy. It is structured around the emergence of a distinctive genre of critique within analytic philosophy, one with recognizably Kantian and Hegelian origins. This genre is constituted by a series of moments in which analytic philosophers have critiqued their contemporaries on the grounds that they are committed to problematic tenets of traditional empiricism: that is, that their contemporaries are dogmatic empiricists. The moments that make up this genre include Quine's criticisms of the analytic/synthetic distinction and reductionism; Geach's criticism of abstractionism; Strawson's and Evans's criticism of the idea that a conception of an objective world can be derived merely from the observation of brute regularities in experience; Sellars's criticisms of foundationalism and the Myth of the Given; Austin's criticism of sense data; Davidson's criticism of scheme/content dualism; Rorty's criticism of the absolute conception of the world; Putnam's criticism of individualism; Brandom's criticism of the idea that perceptual experience plays an explanatory role in making sense of judgments based on observation; and McDowell's criticism of the idea that causality must have a nomological structure. With these criticisms in view, we will be well-positioned to consider the larger question that they raise: namely, whether they show that empiricism, as such, should be rejected (as Davidson, Rorty, and Brandom argue), or whether the rejection of these dogmas is precisely what shows us how to articulate a defensible form of empiricism (as Quine, Evans, and McDowell argue).

GPPI 6639 Hume and the Scottish Enlightenment

Spring 2011. Three Credits.

Ross Poole

Hume has recently been described as "the most important philosopher ever to write in English." There is no doubt that Hume would have been pleased by the recognition of his philosophical eminence amongst those who "write in English." In his own day Hume was more likely to be regarded as one of a group of upstart Scots, who not only failed to recognize their subordinate status, but also threatened to dominate intellectual life, not just in England, but also in France and other centers of enlightened thought. In this course, we will attempt to understand Hume in the context of what has come to be called the Scottish Enlightenment.

The core of the course will be a close reading of the amazingly precocious Treatise of Human Nature. However, we will also look at Hume's later writings, especially where they seem to introduce new or different material. Close attention will be given to Hume's skeptical views about causality, induction, personal identity, but we will also look at his account of the passions, morality, religion, and politics. At various points, we will look at the relationship between Hume's views and those of his Scottish predecessors and near contemporaries, especially Francis Hutcheson, Adam Smith, Adam Ferguson, and James Beattie.

For too long Hume has been treated as an episode in the textbook history of "British empiricism," or dismissed with faint praise by students of German idealism as the philosopher who managed to disturb Kant's pre-critical slumbers. In fact, he is one of the most exciting and creative of modern philosophers, and astonishingly relevant to contemporary philosophical debates and differences.

GPPI 6640 History and Memory

Spring 2011. Three Credits.

Dmitri Nikulin

This seminar provides a discussion of the current debates about the role of memory in the constitution of history, which we will consider with reference to the texts of Assmann, Halbwachs, Le Goff, Nora, Ricoeur, Carruthers, and others.

GPHI 6641 Aesthetics and Film

Spring 2011. Three Credits.

Jay Bernstein

Against the background of their respective aesthetic theories, this course will focus on Stanley Cavell's and Gilles Deleuze's philosophies of film. The central texts will be Cavell's *The World Viewed*, as well as his accounts of 30s comedies of remarriage and melodramas; for Deleuze, we will be reading *Cinema 1: The Movement-Image* and *Cinema 2: The Time-Image*. One hypothesis to be tested in the seminar will be whether these are, despite their differences, intransigently modernist conceptions of film, and what the implications of that might be for aesthetics generally.

GPHI 6642 The Presocratics and Their Legacy

Fall 2010. Three Credits.

Drew Hyland

A careful study of the Presocratic philosophers will be augmented by a selection of modern readings of the Presocratics, including Hegel, Nietzsche, and Heidegger. Careful attention will be paid both to the ways in which the Presocratics set the stage for the subsequent history of philosophy, as well as to paths they pointed out, but which were not taken.

GPHI 6643 Theorizing the Holocaust

Spring 2011. Three Credits.

Berel Lang

The contested relation between fact and theory has been a constant though often unacknowledged presence in accounts of the Holocaust. Setting out from the tension between chronicle and narrative specifically in the 1980's "intentionalist-functional" debate on the genealogy of the Holocaust, the course will compare alternate epistemological, ethical, political, and aesthetic theories on key issues in the Holocaust: the originative and causal patterns together with features of individual and group responsibility; the events (alleged) emblematic or distinctive features (the 'uniqueness' question); genocide in concept and implementation; the social and cultural 'afterlife' (the 'post-Holocaust') in legal, philosophical, and artistic expression; the broad philosophical issue of the relation to philosophical reflection, historically and conceptually, of specific historical event like the Holocaust. Authors addressed in the discussions will include Theodor Adorno, Agamben, Gotz Aly, Hannah Arendt, Zygmunt Bauman, Jacques Derrida, Saul Friedlander, Jurgen Habermas, Raul Hilberg, Hans Jonas, Victor Klemperer, Dominick LaCapra, Raphael Lemkin, Primo Levi, Carl Schmitt, Gerhard Weinberg, Hayden White. (And Berel Lang).

GPHI 6644 Critical Theory 1: The Frankfurt School from Adorno and Horkheimer to Habermas

Spring 2011. Three Credits.

Richard Bernstein

We will examine some of the classics in critical theory including the works of Adorno, Horkheimer, Marcuse, Fromm, and the early Habermas. We will explore the meaning of critique, the relation of theory and practice, and the character of instrumental rationality. We will explore the influence of Nietzsche, Marx and Freud on the development of critical theory.

GPHI 6646 The Politics of Imagination: Arendt and Castoriadis

Spring 2011. Three Credits.

Chiara Bottici

What is the role that imagination plays in politics? How should we evaluate it? Is imagination simply the faculty to represent what does not exist or is it, more radically, the faculty to produce images that mediate our political life? Are we the producers or the products of the social imaginaries we live in? This seminar tackles these issues by analysing key texts by Hannah Arendt and Cornelius Castoriadis, two philosophers who have devoted systematic reflections to the topic. In particular, we will focus on Arendt's Lectures on Kant's Political Philosophy and on Castoriadis' Imaginary Institution of Society. Students are encouraged to read and comment these texts by situating them in their context, but also by connecting them to timely issues such as the role of political imagination in a world dominated by the media and by an increasing spectacularisation of politics.

GPHI 6647 The Holy Order: The Aeropagite and Eriugena

Spring 2011. Three Credits.

Cinzia Arruzza

According to Ps.-Dionysius the Areopagite hierarchy is "a holy order, a science and an operation": in his work we find the elaboration of the notion of a hierarchical order ontologically founded in the divine creation. This notion has been translated into Latin philosophical terms by John Scottus Eriugena, the most important point of mediation between Eastern and Western Medieval Philosophy in the Early Middle Ages. In this seminar we will examine the way in which Theology and Christian philosophy provided the field of elaboration of the notion of hierarchy. Our discussion will draw on selected texts of Ps.-Dionysius the Areopagite and John Scottus Eriugena.

DEPARTMENT OF POLITICS

To study politics is to study power: how it positions actors unequally, who has it and who fights to get it, how it is used, and for what purposes. In the Department of Politics at The New School for Social Research, we study the relations and manifestations of power in many contexts ranging from the family to the transnational environment. We critically analyze power relations across political, social, and economic systems; ethnic groups; social classes; genders and sexualities; divisions of labor; citizenships; and species lines. We attend to the movements and struggles, historical and contemporary, to reshape power and define its possibilities. Exploring whether the exercise of power benefits a few or promotes the welfare of the many and how struggles for power advance or obstruct the conditions of possibility for a better world, our objective is to train scholars to think deeply and critically about prospects for overcoming social injustice, and political domination.

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 Politics contributes to this community through classes, research projects, and conferences. For example, the International Center for Migration, Ethnicity, and Citizenship 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.

212.229.5747

Admission Liaison: polscilaison@newschool.edu

Administrative Staff

Nancy Shealy, Department Senior Secretary

Gerasimus Karavitis, Student Advisor

Chair

Nancy Fraser, Henry A. and Louise Loeb Professor of Political and Social Science

Department Members

Ayse Banu Bargu, Assistant Professor of Political Science

Benoit Challand, Assistant Professor of Political Science

Victoria Hattam, Professor of Political Science (on leave fall 2010)

Mala Htun, Associate Professor of Political Science (on leave 2010–2011)

Andreas Kalyvas, Associate Professor of Political Science

James Miller, Professor of Political Science and Liberal Studies

Timothy Pachirat, Assistant Professor of Political Science

David Plotke, Professor of Political Science (on leave spring 2011)

Sanjay Ruparelia, Assistant Professor of Political Science

Deva Woody, Assistant Professor of Political Science (on leave fall 2010)

Rafi Youatt, Assistant Professor of Political Science

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, Graduate Program in International Affairs, The New School for General Studies

Alexandra Delano, Graduate Program in International Affairs, The New School for General Studies

Carlos Forment, Associate Professor of Sociology (on leave 2009-2010)

Oz Frankel, Associate Professor of History

Ellen Freeberg, Assistant Dean of Curriculum and Academic Affairs

Ronald Kassimir, Associate Professor of Political Science and Associate Provost for Curriculum and Research

Daniel Kinderman, Postdoctoral Fellow (fall 2010)

Sanjay Reddy, Associate Professor of Economics

Visiting Faculty

Roy Germano, Visiting Lecturer

Kate Nash, Visiting Professor

Gabriel Negretto, Visiting Associate Professor

Riva Kastoryano, Visiting Professor (spring 2011)

Part-Time Faculty

Samuel Adams, PhD, 2011 (expected), Harvard University

Phil Green, PhD, 1965, Princeton University

Angela Means, PhD, 2000, Harvard 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.

POLITICS COURSES

Democracies in Theory and Practice

GPOL 5110 Constitutional Revolutions: Judicial and Political

Fall 2010. Three Credits

Andrew Arato and Yoav Peled

The course will examine real and presumed constitutional revolutions carried out by assemblies, negotiating fora and courts in three different settings marked by three types of political transitions. We will concentrate in particular on post colonial India, neo-liberal Israel and post communist Hungary. In the first a constituent assembly has carried out the task of foundation, while in the second the initial project of producing a written constitution failed entirely. The round table led transformation of the third has only led so far to an interim constitution made quasi-permanent. Yet in all three constitutional or supreme courts have played a dramatically important if different roles in constitution making and entrenchment. We will examine the meaning of these differences as well as the striking convergence.

GPOL 5046 Civil Society and Democratic Life

Fall 2010. Three Credits

Carlos Forment

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

GPOL 5417 Civil Rights and American Constitutional Law

Spring 2011. Three Credits

Angela Means

This course examines the constitutional bases for protecting civil liberties or rights in the United States. Its focus will be on public law and doctrinal (and not policy) issues. It will concentrate on questions of autonomy versus equality as these are triggered in American constitutional law and filtered through the doctrines of substantive due process and equal protection. Areas covered include: property, race, sex, abortion, euthanasia, religious and cultural rights, political speech, and sexual freedom and gay marriage. Background issues surveyed include: theories of jurisprudence, the ideological origins of the American polity, and comparative constitutional law. The story of the Constitution and its evolving rights doctrines will emerge by tracing a number of animating controversies as these have played out in specific bodies of case law. For instance, how should the tension between popularly enacted law and constitutionally protected rights be resolved in a democratic society? On critical issues like abortion, the regulation of marriage, the protection of free speech, or the incorporation of international into domestic law, has American exceptionalism limited the protection of rights and values when compared with, for instance, Germany, Europe or South Africa? Is civil rights doctrine best viewed as an autonomous discourse that evolves according to its own internal logic and contains the requisite power to shape not only the law of the land but also the structure of effective rights? Or are both the content and the effectiveness of doctrine shaped mainly by exogenous factors? Cases include: *Lochner v. NY*, *U.S. v. Carolene Products*, *The Amistad*, *Worcester v. Georgia*, *Dred Scott*, *Reno v. American-Arab Anti-Discrimination Committee*, *Plessy v. Ferguson*, *Brown v. Board*, *Regents v. Bakke*, *Romer v. Evans*, *Wisconsin v. Yoder*, *Board of Education of Kyras Joel v. Grumet*, *Furman v. Georgia*, *Griswold v. Connecticut*, *Roe v. Wade*, *Brandenburg v. Ohio*, *New York Times v. Sullivan*, *American Booksellers v. Hudnut*, *National Socialist Party v. Skokie*, *RAV v. City of St. Paul*, *Buckley v. Valeo*, and *Bowers v. Hardwick*. Authors studied include: Ronald Dworkin, Frank Michelman, John Hart Ely, Owen Fiss, Bernard Bailyn, Hannah Arendt, Michel Foucault, John Rawls, Philip Klinker and Rogers Smith, Catherine MacKinnon and Judith Butler.

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

Spring 2011. Three Credits

David Plotke

Democracy means self-governance. But who gets to participate in this process, where, and by what means? The basic democratic proposal, that we should govern ourselves, raises hard questions about boundaries. For good reasons, democratic commitments always seem to collide with boundaries—yet the latter may be necessary for democratic practices. These issues take dramatic practical forms in arguments about voting and inclusion, immigration, civil conflict and separation, and political expression. They arise in and across many different countries and regions, from the U.S. to South Africa to India to Western Europe. We look at these very general issues via specific questions and contexts.

First, we examine citizenship and its relation to democratic governance. What should be the criteria for citizenship and which citizens should be able to participate in self-governance? We address these questions partly by looking at historic and contemporary forms of exclusion. Second, we consider borders between states, divisions within states, and the problem of immigration. Are there legitimate grounds on which citizens in democracies can bound their own polities? Third, we examine conflict within democratic politics. Presuming that democratic polities manage rather than dissolve conflict, what limits can be placed on modes of action and forms of expression by political actor? We consider whether and when limits can be placed on political speech and expression, disruptive political action, civil disobedience, and political violence. When and how (if ever) is it legitimate to impose limits in the name of managing deep conflict within democratic polities and expanding democratic practices?

These questions are examined via theoretical texts and empirical studies of recent and ongoing experiences in different parts of the world. We make special reference to African cases, including the upsurge of violent protest against immigration in South Africa in 2008.

GPOL 6379 The Politics of Constitutional Change in Latin America

Spring 2011. Three Credits

Gabriel Negretto

The purpose of this seminar is to analyze the politics of constitutional change from a theoretical and comparative perspective. We will discuss different approaches to constitutional stability and change and apply them to explain selected cases of constitutional reform in Latin America. The seminar is divided into three sections: concepts and approaches, institutional design and variation, and constitution making episodes. We conclude with a discussion about the impact of constitutional design on democratic performance. The first section focuses on conceptual issues. We start by discussing the nature of constitutions, the concept of constitutional change and stability, and theories of constitution making. The second section concentrates on the evolution of central political institutions, such as the separation of powers, electoral rules, presidential powers, and the judicial system in Latin America. In this section, we will study the evolution of these institutions as well as the nature of recent changes. The third section is dedicated to discussing particular cases of constitutional reform. We will cover different areas of reform in Argentina, Colombia, and Ecuador.

GPOL 6406 Radical Democracy

Fall 2010. Three Credits

Andreas Kalyvas and Stathis Gourgouris (Columbia University)

This course focuses on the concept of radical democracy. It will introduce students to various formulations of the radical democratic project (absolute democracy, true democracy, agonistic democracy, constituent democracy, democracy to come, etc...) and examine debates over the radical content and meaning of democracy. Although the main emphasis is on the modern advent of democracy brought about by universal suffrage, popular mobilization, the collapse of ultimate foundations, and the experience of contingency, the course will also engage with ancient discussions on the incipient tension between democracy and authority, freedom and its excesses, equality and difference, power and law. Thus, along with the ancient accusation that democracy is anarchy, we will scrutinize the modern encounter between democratic and revolutionary politics. Thus, we will consider the promises and paradoxes of sovereignty and collective self-rule; the tense and contested relationship between democracy understood as a form of government and as a practice of resistance to domination; being versus becoming, that is, the conflict between state and democracy. We will discuss the challenge of representation and the problem of the scope and limitations of democratic action as articulated in constitutional language. Finally, the course will explore the challenges posed by pluralism, capitalism, and globalization and investigate the dilemmas of exclusion by probing into at the possibilities de-territorialized citizenship and the transnational democracy form below. Readings include Plato, Spinoza, Locke, Paine, Hamilton, Madison, Marx, Lenin, Schmitt, Castoriadis, Lefort, Ranciere, Abensour, Laclau and Mouffe, Derrida, Wolin, and Negri. This course is co-taught with Professor Stathis Gourgouris, Columbia University and its location will rotate weekly. Registration is limited and by permission only.

Political Thought and Its History

GPOL 5022 Machiavelli

Spring 2011. Three Credits

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 aims to study 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

Fall 2010. Three Credits

James 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 Liberal Studies.*

GPOL 6425 The Idea of Revolution

Fall 2010. Three Credits

Banu Bargu and Eli Zaretsky

Modernity is characterized by revolutions. Our political landscape and imaginary have been decisively shaped by the experience of the great revolutions in America, France, England, Russia, China, Cuba, Vietnam, Bolivia and Mexico. But what are the ideas, questions, and dilemmas animating these grand transformations? What is the political theory that accompanied these events or their later reception and interpretation? In this course, we are interested in inquiring into the core idea of revolution, its evolution and dissemination, interpretation and critique. We ask what the idea of revolution has achieved, where it has failed, and whether it retains any value today. Readings by Paine, Robespierre, de Tocqueville, Marx, Lenin, Che, Mao, Hannah Arendt, Theda Skocpol, Barrington Moore, Eric Hobsbawm, Christopher Hill, Francois Furet, George Rude, Perry Anderson, among others.

GPOL 6444 Critiques of Capitalism

Fall 2010. Three Credits

Nancy Fraser

After a period of relative neglect, theorists are again taking up the critique of capitalism. Responding both to the perceived excesses of the cultural turn and to the spectacular rise of neoliberalism, many critical theorists are now returning to the concerns of Marx. But today's theories of capitalism do not simply repeat earlier critiques of political economy. At their best, rather, they incorporate the fruits of other recent intellectual and political developments, including globalization theory, postcolonial theory, governmentality theory, feminist theory, and recognition theory. In this seminar, we survey some of the most important critiques of capitalism, both old and new. Readings by Marx, Weber, Lukacs, Polanyi, Mies, Wallerstein, Harvey, M. Davis, Boltanski and Chiapello, Gibson-Graham, E. Anderson, and Honneth, among others.

Identities, Culture and Politics

GPOL 5109 Sociology of Religion

Spring 2011. Three Credits

Andrew Arato

The course will critically examine some themes in the classics (Feuerbach, Tocqueville, Weber and Durkheim) as well as some new directions in the recent literature (Berger, Casanova, Assad, Gauchet, Rawls and Habermas).

GPOL 5123 American Political Culture in the Twenty First Century

Spring 2011. Three Credits

Samuel Abrams

For almost a decade, pundits, politicians, and journalists alike have claimed that the United States was in the midst of a culture war, a war for the "soul of America." The election results from November 2000 seemed to confirm these cries about a divided America, with the red/blue map of the United States serving as the iconic image of this division. From narratives about warring parties stealing votes to questions about the legitimacy of the Electoral College in relation to the popular vote, many pronounced the end of centrism in America. A story about political polarization gripped the nation. Have things changed in 2010? Since 2008, the Presidency is in the hands of someone who articulates a belief in change and claims to want to govern from the center. But there is constant partisan fighting, the constant threat of policy gridlock, and among the American electorate there seems to be great disdain for both parties.

Is America actually polarized and deeply divided? How do we measure polarization and centrism? What are the social and policy implications of polarization? Is policy-making deadlocked, or can real political progress be made? How did all of this play into the 2010 elections? What are we to make of the frequent calls for change and for healing America's divisions?

This course will look at polarization, centrism, and American political culture from a variety of vantage points—mass socio-political behavior, political elites, Congress and the associated policy-making communities, social movements, and the press. We will adopt an explicit interdisciplinary approach. Among the authors included will be Louis Hartz, Robert Putnam, Morris Fiorina, Alan Abramowitz, Alan Wolfe, Thomas Edsall, Nolan McCarty, Andrew Gelman, and Michael Schudson.

GPOL 5133 Politics of Difference

Fall 2010. Three Credits

Aristide Zolberg

At the dawn of the 21st century, issues of “difference” have unexpectedly emerged in the central political arena of many states. Occasionally this has led to major conflicts in both long-established and post-colonial states and in democratic as well as authoritarian regimes. Many of these issues reflect challenges to unequal institutional arrangements concerning language, religion, gender, or ancestry of established populations arrived at in earlier periods. Some reflect a broadening of differences occasioned by recent immigration. We consider these matters in a comparative perspective, drawing examples from North America, the European Union, and sub-Saharan Africa, with emphasis on “differences among differences”—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 can be significantly affected by developments elsewhere.

GPOL 5153 Religion, Politics and Society

Fall 2010. 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, Quataert, Schulze, and Wickham.

GPOL 5162 Nazi Morality: The Ethics of Racism and the Question of Guilt After 1945

Fall 2010. Three Credits

Norbert Frei

While the moral perversion of the “Third Reich” is beyond question, recent scholarship has explored the Nazi’s “belief system” and its legacy. This course first examines new research on the Nazis’ concept of the “Volksgemeinschaft” (people’s community) and its political and social applications. Central to our inquiry are the consequences of this crucial element of the Nazi “Weltanschauung” in post-war Germany. We will pay special attention to how German intellectuals and politicians approached the issue of “German Guilt” after 1945, especially the popular critique of “collective guilt” (“Kollektivschuldthese”), a concept which was deceptively attributed to the Allied forces.

GPOL 5355 Citizenship and Human Rights

Fall 2010. Three Credits

Kate Nash

Human rights are universal: in principle they apply equally to all humans. Citizenship, on the other hand, is restricted to those who are legally members of a political community that is territorially bounded and governed by a state. What is the relationship between human rights and citizenship? How have they been linked conceptually and historically? How is that relationship now changing with the globalization of human rights? In this course we will familiarise ourselves with the terms of this question, looking at geographically and historically specific constructions of the relationship between citizenship and human rights, and conceptual resources that have been used to understand that relationship.

GPOL 6382 Social Movements

Spring 2011. Three Credits

Deva Woodly

In this course we explore the theoretical and empirical research on social movements, defined as national-level collective mobilizations whose aim is political change. During the semester we examine and debate the range of scholarship across disciplines addressing the emergence, evolution, abeyance, acceptance, and political impact of social movements.

GPOL 6415 Visual Politics

Spring 2011. Three Credits

Victoria Hattam

The seminar introduces key debates over visual culture and politics and explores the visual as a site of power and reconfiguration, order, and change. Scholars have argued for decades that appearances of order and coherence are themselves ruses of power masking the heterogeneity that persists within all social formations. We explore the role of the visual in creating the appearance of order, coherence, and affinity as well as the visual as a site of change and social transformation. The syllabus is divided into three larger thematic sections. The first considers the visual as a site of power and powerlessness. The second, turns to the invisible and unseen. The third, explores processes of change and social transformation. Specific topics include the gaze, the spectacle, the invisible, the implicit, the avant-garde, resistance, and reconfiguration. Readings are drawn from across the social sciences and humanities. Students are required to connect the reading to a wide range of visual material. Throughout we consider how foregrounding the visual prompts us to rethink existing accounts of power and change.

GPOL 6449 Post Human Politics

Fall 2010. Three Credits

Rafi Youatt

This class explores interspecies relations in political thought and practice. After setting the exploration within the broader theoretical terrain of posthumanism, we will focus specifically on human-animal relations. We will first examine how animality and the human-animal divide have been interpreted in liberal, biopolitical, and interspecies frameworks, reading work by Singer, Sunstein, Agamben, Derrida, and Haraway. In the remainder of course, we will turn our attention to specific cases. Topics may include: chimpanzee politics and the Great Ape Project, the Thanksgiving turkey pardon, pets, foie gras, GPS-collared leatherback turtles, and animals and the military.

Institutions, Policy and Governance

GPOL 5129 The Middle East and the West

Spring 2011. Three Credits

John VanderLippe

The first objective of this course is to explore the diplomatic, military, economic, and cultural contacts between societies of the Middle East and the West. We concentrate on American-Middle East relations in the period since 1945 to explore the broader implications and possibilities of cross-cultural contact and understanding within the context of the global system.

The second objective is to examine Western knowledge and views of the societies and culture of the Middle East. Is the acquisition of knowledge about societies and cultures enough to be a true citizen of the world? Should we examine the development of societies according to their own standards, or should we compare societies to a set of universal standards of political and economic practice? How do we know that our knowledge of another culture is objective, not biased by our own experiences, expectations and norms?

The third objective is providing a venue to critically examine American policy in the Middle East. What have been the underlying assumptions and goals of American policy? How did they develop and how have they changed over the past 60 years? To what extent does current American policy represent the best in “world citizenship,” and to what extent do existing policies support or contradict stated American objectives in the Middle East?

GPOL 5457 Borders, Migrants, and the State

Spring 2011. Three Credits

Alexandra Delano

How do migrant sending states and host states define their interests and responsibilities regarding the management of migration, border controls and relationships with their diasporas? What domestic, transnational and international processes influence migrants' political, economic and civic engagements in the receiving society and in the homeland? This course will examine issues of immigrant integration, transnationalism, diaspora engagement, citizenship, identity, borders and migration policies looking at these questions from the perspective of migrants and states. Considering the development of the academic literature on international migration, diasporas and transnationalism in different fields of study, this course has an interdisciplinary focus with an emphasis in Political Science, International Relations, Sociology and Anthropology. The course emphasizes the US-Mexico case but also has a strong comparative component with case studies from other countries and regions.

GPOL 6447 Territories, Peoples, and States

Fall 2010. Three Credits

Ross Poole

For the past four hundred years, the modern state has defined itself in terms of the exclusive control of a clearly demarcated territory. It has claimed the right not only to defend its territory against the incursions of other states, but also to control the movement of people—its own citizens and others—across its borders. Outsiders (‘foreigners’) can become residents only with the permission of the state; and that permission is not easily given.

In this course, we will examine assumptions about the territorial nature of politics, especially of liberal and democratic politics. We will begin by looking at the imperatives and technologies (economic, political, administrative, military, cartographic, etc.) that made the modern conception of territorial sovereignty possible; and also at recent developments (‘globalization’) that undermine it. But our main concern will be with certain normative questions:

What gives a particular state the right to control a particular part of the world? Under what conditions can that right be overridden?

What is the relationship between territory and democracy?

How do we resolve territorial disputes?

When does a group have the right to secede?

How should we resolve questions about movement across borders, immigration, and the claims of refugees?

Though the main focus of the course is on theoretical questions, students will be encouraged to engage with specific examples of territorial politics. While case studies will reflect the particular interests of students, they might include: the Palestinian/Israeli conflict; the claims of indigenous peoples in post-colonial (‘settler’) societies; border politics and immigration ‘reform’ in the United States; recent secessionist movements (e.g. Quebec, Chechnya, etc.).

International Politics

GPOL 5200 The United States and the World

Fall 2010. Three Credits

David Plotke

This course analyzes and evaluates the distinctive position of the United States in the contemporary world. What are the sources and dynamics of the power of the U.S.? After the economic and political shocks of the 1960s and 1970s, how was the preeminent position of the U.S. established and even expanded in the last three decades? Almost two decades after the end of the Cold War, debates continue about American power and commitments. Vigorous arguments have emerged about relations between the U.S. and international institutions; the problem of terrorism; and international economic relations. Difficult questions arise about the appropriate uses of American military power, whether for security or humanitarian purposes (Rwanda, Kosovo, Iraq). To assess contemporary American power we draw on studies of international relations, international political economy, and American politics. And we focus on three theoretical issues. First, what is power, as regards the capacities of states and nations and their relations? Second, what is the meaning of democracy as both an aim and an instrument of U.S. policy? Third, what terms should we use to theorize relations between the U.S. and other countries? Is ‘hegemony’ an appropriate concept for this purpose? Authors include Michael Doyle, Eric Hobsbawm, Samuel Huntington, Paul Kennedy, Robert Keohane, Kenneth Waltz, and Aristide Zolberg.

GPOL 5354 Middle Eastern Politics: Foreign Aid, Civil Society, and the State

Fall 2010. Three Credits

Benoit Challand

As a consequence of the influence of leading international institutions, it is usually held that aid should be aimed at fostering the democratization and liberalization of developing countries. This course critically tackles the idea that redistribution automatically leads to democracy by exploring the impact of international aid on Middle Eastern politics, civil societies and states in a comparative perspective. The prism of aid serves therefore to analyze broader processes of political contestation in the Middle East, treated as an exemplary case of dynamics that can also be witnessed elsewhere in the world.

The course (composed of lectures and class discussions) is open for first and second year MA students. It looks at the different international and regional forces that have influenced the making of politics in the Middle East in the post-WWII period. After effective independences, the type of aid given during the Cold War contributed to the creation of robust state capacities in which military became often key actors. With the shift in the 1990s from a state-centred type of aid towards support for civil society and economic actors, new perverse consequences emerged in the region (violent transnational groups, civil society incapable of reforming political structures, and scarce impact of the liberalization policies towards more democratic and pluralist systems).

We will deconstruct different discourses and practices of aid, ranging from the colonial legacy behind the first project of modernization and development, to current trends of aid for “state-building”, support for democratization and civil society, the politics of philanthropy (both western and regional), and alternative Islamic paths for development. We will contrast western policies and types of funding with regional types of resources (oil rent, Islamic networks for financial support, etc.), and try to assess what are the different local responses to such contrasting projects, highlighting conflicting models of autonomy and development. In doing so, this course will tackle crucial questions such as: what is the underlying “politics” of aid? is redistribution the road to democracy? what is the impact of international aid and attempts at “exporting democracy” upon local polities?

GPOL 6318 South Asian Politics

Fall 2010. Three Credits

Sanjay Ruparelia

This course examines the politics of modern South Asia, an increasingly significant yet still understudied 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.

GPOL 6353 The Politics of Human Rights

Fall 2010. Three Credits

Kate Nash

This course will introduce the conceptual and methodological tools to enable post-graduate research on the globalization of human rights. We will especially address the multiple sites and processes through which it is taking place, the unevenness of the globalization of human rights, and the need to understand the specificity of the scale at which human rights are now constructed and claimed. We will consider the implications of human rights claims (political, legal or moral) made at one site and how they differ and/or are related to those at another, developing conceptual and methodological tools through case studies concerned with such examples as security and terrorism, humanitarian intervention, multi-nationals on trial, and environmental questions.

Development in Historical Perspective

GPOL 5112 Know Your Red States! Conservatism in Twentieth Century America

Spring 2011. Three Credits

Julia Ott

This course 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 is crosslisted with the Eugene Lang College; open to seniors only.)

GPOL 5116 The Best and the Brightest: Power, Politics, and Insurrection in the 1960s

Spring 2011. Three Credits

Jeremy Varon

The “long Sixties” (1954-1974) were a period of profound global transformations, driven by a wealth of social movements, political and cultural struggles, and insurgent and insurrectionary logics. The period was also witness to structural changes—technological, institutional, economic—that transcended conventional forms of political agency. This course explores the interplay between subject and structure in accounting for the intensity, breadth, and interconnection of forms of radical contestation. We will explore foundation philosophical and theoretical critiques which helped define the global New Left; challenges to empire through struggles for national liberation; the challenge to bureaucratic rationality in the Communist World; the world of “policy” and elite agency; numerous “local” arenas of struggle; and their implication in international and transnational structures and cultures of dissent. Special focus will be given to the United States, West Germany, France, Mexico, as well as to the domain of culture, broadly defined. Readings will be drawn from across disciplines and include: Marcuse, Katsiaficas, Suri, Klimke, Jameson, Herzog, Joseph, Varon, Ross, and Bourg, as well as period documents.

GPOL 5119 Iran in Revolution: 1800–Present

Fall 2010. Three Credits

Neguin Yavari

By the time the Qajar dynasty established itself in Iran in 1779, Shi'ism had already secured its religious hegemony over Iran. 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? Why did Iranians, clerical and lay, turn to a Western-inspired ideology in the heyday of early 20th century colonialism, only to turn completely against Westernization some 70 years later? This course studies social change in Iran during the past two centuries, focusing on the interaction of political thought with religious authority and cultural transformation, 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 include Bayat, Bulliet, Calhoun, Goldstone, Goodwin, Gorski, Khomeini, Mitchell, Moaddel, Owen, Skocpol. *Cross-listed with GHIS 5119.*

GPOL 5125 America's Empires: The Historical Perspectives

Spring 2011. Three Credits

Oz Frankel

Empire is a keyword of our time. It has been in great use since the American invasion of Afghanistan and then Iraq—either to celebrate or to castigate US foreign policy—but even before 9/11, thinking of the US 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 US 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 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 US as a model for social relations, political structures, and popular culture. (This course has been approved to fulfill requirements for Sociology at NSSR and is Cross-listed as LHis 4567 at Eugene Lang College.)

GPOL 5163 Writing Contemporary History in the Age of Memory: The German/European Experience

Spring 2011. Three Credits

Norbert Frei

Only two decades ago, “memory” was just an idea, explored, if at all, by cultural historians. In Germany, historians had long sought to distance themselves from so-called “eye-witnesses” to history, who were considered unreliable and potentially apologetic toward their own era and experience. Since the 1990s, however, considerations of memory have grown dramatically. In fact, a “second order historiography” focused on memory threatens to displace history, conventionally understood. This course explores recent trends in historical methods and writing in Germany. In addition, it examines other European countries and how they have approached their pasts in the age of memory.

GPOL 5166 The Politics of Violence: A History

Fall 2010. Three Credits

Federico Finchelstein

This course focuses on recent historical approaches to the relationship between violence, politics and context in modern and contemporary history with special reference to transnational history. This graduate seminar also examines the contextual role of violence and violence in critical theory from a historical perspective

GPOL 6238 War, Revolution and the Popular Front

Spring 2011. Three Credits

Eli Zaretsky

Between 1933 and 1945 the world divided between fascism and The Popular Front (i.e., the alliance of the Soviet Union, the democracies and much of the colonial world). The results were two-sided. On the positive side, the left was transformed from a set of narrow sects focused on revolution to a broad coalition of democratic forces that created new forms of literature, film and personal relations, reshaped liberal and democratic politics, and invented the democratic welfare state, the United Nations and the modern human rights discourse. But there was a negative side. Even as fascism was destroyed, other forms of authoritarianism triumphed, not only in the Soviet Union but in China, Latin America, Africa and the Middle East. Thus, the Popular Front is the seedbed not only of the cold war but of the post-9/11 world. Exploring its contradictory character, our readings will include works by Ian Kershaw, Sheila Fitzpatrick, Gary Gerstle, Arno Mayer and Francois Furet.

Politics in Economic and Social Context

GPOL 5102 The Arab Israeli Conflict

Fall 2010. Three Credits

Yoav Peled

The course will examine the Arab-Israeli conflict from its origins at the beginning of Zionist settlement in Palestine in the 1880s, to the present. It will focus more on the social and economic processes that have taken place in Palestine/Israel and in the Middle East generally, and less on diplomacy and war. The key issues to be discussed are:

- The struggle over land and labor in Palestine/Israel
- Zionist/Israeli nation- and state-building efforts
- Palestinian resistance and Arab intervention
- The broader Middle Eastern context
- The role of the super-powers
- Globalization, liberalization and the peace process
- Failure of the Israeli-Palestinian peace process
- Prospects for the future

GPOL 6346 International Migrations, Development, and the State

Fall 2010. Three Credits

Roy Germano

Global migration flows have reached unprecedented levels. Immigrants now account for one out of every eight people living in the United States, the largest share in almost a century. Many rural communities in countries like Mexico, on the other hand, have been all but deserted by young adults, with those who remain behind supported by the increasingly massive sums of money that migrants send home. What is driving trends like these, and what are their political and economic implications? This seminar provides an introduction to the political economy of international migration, exploring the topic from theoretical and historical perspectives and from the vantage point of both migrant-sending and migrant-receiving countries. Why do people migrate? How do contemporary migrations compare to earlier waves? What factors explain public attitudes toward immigrants? How and why do countries vary in their approaches to managing immigration and determining citizenship rights? Does emigration help or hinder economic development in poor countries? How do developing states vary in their approaches to managing emigration and attracting remittances? What are the implications of emigration for politics and democracy in the developing world? Seminar participants are expected to engage in discussion, complete a take-home midterm, and write an original research paper.

GPOL 6462 International Political Economy

Fall 2010. Three Credits

Daniel Kinderman

This seminar provides a survey of key debates in International and Comparative Political Economy, two interconnected fields concerned with the interactions between politics and economics. The course focuses on the construction of IPE and CPE as fields of inquiry and on substantive issue areas including trade; money; international institutions; globalization, diffusion, and policy convergence; varieties of capitalism; and corporate responsibility. The question of whether globalization dictates a roll-back of the welfare state and a convergence on a single model of capitalism is covered extensively, and an attempt will be made to incorporate current events, including the financial crisis.

Departmental Courses

GPOL 6133 Historiography and Historical Practice

Fall 2010. 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 is the intersection of analytical strategies borrowed from the social sciences and literary studies with methods and epistemologies of historicization that originated from the historical profession. This course should be taken during a student's first year in the Historical Studies program. *Cross-listed with GHIS 6133.*

GPOL 6134 Historical Methods

Spring 2011. Three Credits

Paul Ross

Historical Methods and Sources is designed to orient students to historical inquiry and equip them to undertake the writing of an MA thesis on a historical topic. The course aims toward three specific learning outcomes: to develop fluency in several current models of historical practice; to develop the practical skills necessary for locating and interpreting primary historical sources; and to compose a proposal for an MA thesis. With these goals in mind, the midterm assignment is a 10-page "document collection" essay requiring students to collect, paraphrase, and contextualize five historical documents gathered from New York City-area 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. (Note: students from other social science or humanities disciplines may write a term paper with a significant historical component in lieu of an MA thesis proposal.) Weekly readings from the instructor's area of expertise (Latin American history) have been chosen to illustrate different genres and approaches in historical practice today. The course is emphatically not intended to be a survey of the historiography of Latin America, and can only offer a limited sample of important trends in the recent historiography of Latin America. Students' written work necessarily deals with topics from their own areas of research (in most cases not 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. The course is open to Lang seniors with the instructor's permission, and can serve as a venue in which senior history concentrators develop their thesis topics.

GPOL 6196 Political Ethnography

Spring 2010. 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 have the opportunity to craft and conduct New York City based ethnographic research projects related to their primary areas of interest and are 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 6300 MA Seminar

Fall 2009. Three Credits

Timothy Pachirat

What does it mean to study politics? The Department of Politics MA Seminar engages this deceptively simple question in two ways. One portion of the seminar is dedicated to visits from department faculty, each of whom discuss what brings them to the study of politics, how they define and conceptualize “the political,” and about the methodology and methods they use to pursue answers to their questions. The remaining portion of the seminar takes up the question of power, a concept that lies at the heart of the study of politics. What is power? How might we theorize, conceptualize, and research it? And, how might the study of power itself constitute an exercise of power? At the end of the seminar, participants map, both substantively and methodologically, the terrain that makes up the contemporary discipline of political science and are expected to articulate their own research interests in relation to this terrain.

GPOL 6301 Field Seminar in Political Theory

Spring 2011. Three Credits

Andreas Kalyvas

This seminar aims to introduce students to a range of approaches and themes in the history of political thought and contemporary political theory and also to help students prepare to take the theory field exam. Specific topics vary from year to year. This year, the seminar will focus on the question of the political, its nature and scope, its relationship to sovereign power and the logic of representation. We will also consider the political dimension of democracy and liberalism and their complex and tense association. We will critically examine major texts that address the question of the political and engage with its most prominent proponents, such as Thucydides, Aristotle, Niccolò Machiavelli, Jean Bodin, Thomas Hobbes, George Lawson, John Locke, Jean-Jacques Rousseau, the Federalists, Benjamin Constant, Karl Marx, Max Weber, Carl Schmitt, Isaiah Berlin, Hannah Arendt, Michel Foucault, Cornelius Castoriadis, Sheldon Wolin, Claude Lefort, John Rawls, and Jürgen Habermas. The seminar will effectively reconstruct a multi-layered conversation on the political among many of the influential voices in the history of Western political theory.

This field seminar in political theory is required of all PhD students in the Theory track. Enrollment is limited to 20 students.

GPOL 6332 Field Seminar American Politics

Fall 2009. Three Credits

Victoria Hattam

An overview of some of the central issues and debates in the field of American politics. Neither the readings for any one week nor the overall range of topics is sufficient preparation for the field exam; this is an introduction to the field. Topics covered include: American political thought and culture, pluralism and power, participation, the state and institutions, transnationalism.

GPOL 6349 Field Seminar in Comparative Politics

Spring 2010. Three Credits

Sanjay Ruparelia

This course is an advanced survey of the field of comparative politics. We analyze important scholarly works on politics and government in countries in the Western and non-Western, “developed” and “developing” world. 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 7300 PhD Seminar

Fall 2009, Spring 2010. Three Credits

Nancy Fraser

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.

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 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.

212.229.5727

Admission Liaison: PsychLiaison@newschool.edu

Administrative Staff

Janiera Warren, Secretary

Elinor Bock, Student Advisor

Kristin Stephenson, Student Advisor

Dana Wohl Student Advisor, CSD and Lang

Trisha Toelstedt, Director of Clinical Student Affairs

Kelly Stump, Center Coordinator, The New School-Beth Israel Center for Clinical Training and Research

Chair

McWelling Todman, Associate Professor of Clinical Practice and Director, Mental Health and Substance Abuse Counseling Program, and Director of Undergraduate Studies

Department Members

Daniel Casasanto, Assistant Professor of Psychology (on leave 2010–2011)

Emanuele Castano, Associate Professor of Psychology

Doris F. Chang, Assistant Professor of Psychology

Christopher Christian, Assistant Professor of Psychology and Director of The New School-Beth Israel Center for Clinical Training and Research and Interim Assistant Director of Clinical Training

Wendy D'Andrea, Assistant Professor of Psychology

Jenifer Francisco, Assistant Professor of Psychology and Assistant Director of the Concentration in Mental Health and Substance Abuse Counseling

Jeremy Ginges, Assistant Professor of Psychology

Lawrence Hirschfeld, Professor of Anthropology and Psychology

William Hirst, Professor of Psychology

Xiaochun Jin, Assistant Professor of Psychology

Marcel Kinsbourne, Professor of Psychology

Bernhard Leidner, Postdoctoral Fellow

Arien Mack, Alfred J. and Monette C. Marrow Professor of Psychology

Joan Miller, Professor of Psychology (on leave fall 2010)

Lisa Rubin, Assistant Professor of Psychology and Assistant Director of Clinical Training (on leave fall 2010)

Jeremy Safran, Professor of Psychology

Herbert Schlesinger, Professor Emeritus and Senior Lecturer

Michael Schober, Dean and Professor of Psychology

David Shapiro, Professor Emeritus and Senior Lecturer

Howard Steele, Professor of Psychology and Director of Graduate Studies

Miriam Steele, Professor of Psychology and Director of Clinical Training

Part-time Faculty

Dawn Baird, PhD, 2001, Adelphi University

Arthur Blumenthal, PhD, 1965, University of Washington

Andreas Evdokas, PhD, 1997, The New School for Social Research

Ali Khadivi, PhD, 1990, The New School for Social Research

Michelle Levine, PhD, 2010, The New School for Social Research

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

Sidney Blatt, PhD, Yale University-Psychiatry, New Haven, CT

Alba Cabral, PhD, Beth Israel Medical Center Multicultural Child and Family Externship, New York, NY

Jill Conklin, PhD, North Bronx Healthcare Network-Jacobi Medical Center, Bronx, NY

Lori Evans, PhD, NYU Child Study Center, New York, NY

Cheryl Feigenson, PhD, SUNY Purchase College Counseling Center, Purchase, NY

Jerry Finkelstein, PhD, New School Counseling Center, New York, NY

Melissa Greene, PhD, Weill Cornell Child/Adol/Assessment, New York, NY

Glen Heiss, PhD, Bellevue Hospital Center, New York, NY

Alan Hilfer, PhD, Maimonides Medical Center, Brooklyn, NY

Robert Hubbell, PhD, Albany Consortium-Albany Medical College, Albany, NY

Christie Jackson, PhD, Manhattan VA Medical Center, New York, NY

Kathryn Kavanaugh, PhD, Bellevue Hospital Center Forensic Program, New York, NY

Ali Khadivi, PhD, Bronx-Lebanon Hospital Center, Bronx, NY

Norma Kirwan, PhD, Stamford Hospital, Stamford, CT

Greg Kuhlman, PhD, Brooklyn College Counseling Services, Brooklyn, NY

Paul Manheim, PhD, South Beach Psychiatric Center, Bensonhurst Service, Brooklyn, NY

Philip Morse, PhD, South Beach Psychiatric Center, Fort Hamilton Service, Brooklyn, NY

Elizabeth Ochoa, PhD, Beth Israel Medical Center, New York, NY

Jean Okie, PhD, South Beach Psychiatric Center, Heights Hill Service, Brooklyn, NY

Wendy Olesker, PhD, NY Psychoanalytic Institute, New York, NY

Spyros Orfanos, PhD, ABPP, NYU Postdoctoral Program in Psychotherapy and Psychoanalysis, New York, NY

Christie Pfaff, PhD, Manhattan VA Medical Center, New York, NY

David Pogge, PhD, Four Winds Hospital Child/Adolescent Externship, Katonah, NY

Bella Proskurov, PhD, south Beach Psychiatric Center-Mapleton, Brooklyn, NY

Diana Punales, PhD, Columbia Presbyterian Hospital, Adult Psychiatry, New York, NY

Paula Reid, PsyD, Mount Sinai Rehabilitation Program, New York, NY

Meghan Sullivan, PsyD, NYU Counseling Center, New York, NY

Susan Sussmann, PhD, Columbia University Medical Center, New York, NY

Susan Tross, PhD, St. Luke's-Roosevelt Hospital, New York, NY

Andrew Twardon, PhD, Saint Luke's-Roosevelt Hospital Center for Intensive Treatment of Personality Disorders, New York, NY

Lyra Ward, PhD, Maimonides Medical Center, Brooklyn, NY

Wooster Welton, PhD, Lenox Hill Hospital, New York, NY

DEGREES IN PSYCHOLOGY

MA in 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 Introduction to Statistics and Research Design. Students must take the proseminar 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 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: Adult Psychopathology; 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 passing Introduction to Statistics and Research Design, 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 a PhD in cognitive, social, and developmental psychology (CSD), and a PhD in clinical psychology. The CSD program requires 60 credits (including 30 MA credits), and the clinical psychology program requires 90 credits. Specific requirements for the PhD in clinical psychology are listed below.

Admission to the PhD Program

A student who enters the Department of Psychology as an MA student 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 apply 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 both the Research Methods course and the one-semester, no-credit proseminar. In addition to filling out an application form that includes a personal statement and selecting a thesis advisor, students must apply to and pass part one of the PhD qualifying examination, or have demonstrated sufficient progress on a research master's thesis. Provisional admissions decisions are made in the spring semester prior to part one of the PhD qualifying exam. There are additional requirements for clinical track students, which are outlined under the "PhD Program in Clinical Psychology" section later in this catalog. Detailed requirements for admission to both PhD programs are also outlined in The Psychology Student Handbook. 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.

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. They must sit for this examination no later than one year following this date, and prior to receiving admittance to a PhD program.

Dissertation Requirements

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 Proposal 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.

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.

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. 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, Casasanto

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, inattention 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, Casasanto

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.

PhD Program in Clinical Psychology

Nature of the Program

The Clinical PhD program is accredited by the American Psychological Association's Committee on Accreditation:

American Psychological Association

Office of Program Consultation and Accreditation

750 First St. NE, Washington, D.C. 20002-4242

Phone: 202.336.5979

The Clinical Program is integrated into the mission of the university as a whole, which values progressive social thinking, and the mission of The New School for Social Research, which values critical thinking, pluralism, diversity, and interdisciplinary dialogue. The training philosophy used is consistent with the **scientist-practitioner model** of clinical psychology. This model aligns with the values of The New School for Social Research, which emphasizes the importance of pursuing and maintaining an integration between scholarship and real-world concerns. The program places a strong value on respecting cultural and individual diversity. It also emphasizes the importance of understanding the roles of culture and context (both social and historical) in mediating healthy psychological development, psychopathology, and psychotherapeutic change. 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 doctrinarianism. 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 complementarity. 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). 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 clinical competencies. Since a practicum is part of the curriculum during each year in the program, The 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 among the best graduate students they see.

Application and Admission to the Program

Only students who are currently completing or have completed the MA Psychology program at The New School for Social Research, and have met all application requirements, can apply to the Clinical Psychology PhD program. Interested students must file an application directly to the Clinical Psychology PhD program (applications available in November of each year, from the Director of Clinical Student Affairs, 80 Fifth Avenue, Room 601). The deadline for application for admission is February 1st. Incomplete applications or those received after February 1st 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 are provisionally accepted into the program following the application process and interviews, must pass Part I of the PhD Qualifying Examination (or, for research master's track students, sufficient progress in master's theses, as indicated by faculty advisors) in order to receive final acceptance into the program. 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. A complete listing of required MA level courses for students who wish to apply to The Clinical PhD program can be found in the Psychology Student Handbook.

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

(Year entering program)	10-11	09-10	08-09	07-08	06-07	05-06	04-05
Applied to program for:	32	29	26	21	24	40	30
Were offered admission:	15	17	16	16	16	17	16
Enrolled in Academic Year	15	17	16	15	13	17	16

* Average GPA of the successful MA applicant from 2008-2010 was 3.8.

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. 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.

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

Year I	Core clinical coursework and research	Practicum at the Beth Israel Center for Clinical Training and Research
Year II	Coursework and research	First externship
Year III	Coursework and research	Second externship
Year IV	Dissertation	Internship

Time to Completion Statistics 2002-2010

Number (and percentage) of students completing clinical program:							
	2004	2005	2006	2007	2008	2009	2010
<5 years	1(8.33%)	3(17.65%)	1(11.11%)	4(44.4%)	4(25%)	1(7.69%)	1(10%)
5 years-5.5	3(25.00%)	8(47.06%)	2(22.22%)	1(11.1%)	8(50%)	5(38.4%)	3(30%)
6 years-6.5	1(8.33%)	2(11.76%)	4(44.44%)	1(11.1%)	2(12.5%)	1(7.69%)	3(30%)
7 + years	7(58.34%)	4(23.53%)	2(22.22%)	3(33.3%)	2(12.5%)	6(46.15%)	3(30%)
Average	7.38	6.47	6.28	5.7	5.8	7.19	6.25
Median	7	5.5	6	5	5.5	6	6

- Percentage of students who failed to complete the program once matriculated from fall 2002-spring 2009 is 4 out of 179 students (.02%).

As a result of changes to the program that were initiated in the early 1990s, there has been a decrease over the last decade in the time students take to earn their degrees. For example, the average time to complete decreased from 7.75 years in 2003, to 5.8 years in 2008. Students who are intent upon completing the degree within four years generally are able to do so. It is not unusual for students to take longer, however, given the many concurrent clinical, research, and academic experiences the program affords, along with the wish to gain additional clinical experience in light of the current internship match imbalance.

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 director of clinical training, assistant director of clinical training, and director of clinical student affairs.

Statistics on Student Internships

10-11	09-10	08-09	07-08	06-07	05-06	04-05
# of Students Who Applied for Internship for :						
14	14	11	20	13	8	13
# Who Received Funded Internships for:						
13(93%)	10(71%)	8(72%)	20(100%)	12(92%)	8(100%)	13(100%)
# Who Received Unfunded Internships for:						
0(0%)	1(7%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
# Who received APA-Accredited Internships for:						
13(93%)	10(71%)	6(55%)	20(100%)	11(84%)	4(50%)	12(92%)
# Who received APPLIC-Member Internships for:						
13(93%)	10(71%)	7(64%)	20(100%)	11(84%)	4(50%)	12(92%)
# Who obtained two year half-time internships for:						
0(0%)	1(7%)	0(0%)	0(0%)	0(0%)	0(0%)	1(07%)

% 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

- Ethnic minority mental health; immigrant communities, mental health care in China; cultural issues in the psychotherapy relationship
- 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
- 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 boredom

- Individual and developmental differences in cognitive styles, creativity, and metaphor with special emphasis on the influence of intelligence, personality, and gender
- Substance abuse and ego depletion
- Attachment across the life-span
- Attachment and adoption

PSYCHOLOGY COURSES

GPSY 6100 Proseminar

Fall 2009. 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 2011. 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 2011. Three credits.

Arthur Blumenthal

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

GPSY 5110 Introduction to Cognitive Psychology

Spring 2011. 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 2010. 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 2010. Three credits.

Michelle Levine

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 2010. 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 5155 Adult Psychopathology

Summer 2010/Fall 2010. Three credits.

McWelling Todman

This course is a comprehensive introduction to the history, theories and research associated with some of the more important types of adult psychopathology.

GPSY 6155 Developmental Psychology [D]

Spring 2011. 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.

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

Fall 2010. Three credits.

McWelling Todman

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

C. Research Methodology

GPSY 6133 Introduction to Statistics and Research Design

Three credits.

Summer 2010: **Howard Steele**; Fall 2010: **Bernhard Leidner**.

This course will provide a thorough introduction to research design, descriptive and inferential statistics from a psychological perspective. Teaching will be delivered via demonstrations with SPSS and students completing exercises on their own (or in pairs) in front of PCs. Topics to be covered include study and questionnaire design, continuous versus categorical data, reliability and validity, quantitative versus qualitative approaches to data coding, data entry, variable labels and variable values, investigating homogeneity of variance, identifying central tendencies (means, medians, and standard deviations), cross-tabulations of categorical data, t-tests comparing means of independent and paired groups, one-WAY ANOVA, correlation and linear regression.

GPSY 6134 Advanced Statistics

Spring 2011. Four credits.

Bernhard Leidner

This graduate-level statistics course focuses on regression, variance-analytical, and factor-analytical approaches. The course is characterized by a bottom-up, problem-solving approach, starting with research questions and answering them based on empirical data. Accordingly, the course is taught hands-on, using SPSS, a powerful statistical software package. By the end of the semester you will be able to use inferential statistics to interpret the results of psychological studies with simple as well as more complex designs. The ultimate goals of this course are to help you become a critical consumer of statistics found in scientific publications and popular media, and to help you use statistical knowledge to guide your own research. Prerequisite: Knowledge of descriptive and basic inferential statistics is expected.

GPSY 6238 Research Methods

Three credits.

Fall 2010: **Wendy D'Andrea, Arien Mack**

Spring 2011: **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 2011. 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.

GPSY 6258 Data Analysis

Fall 2010. Three credits.

Emanuele Castano

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

D. Intermediate Courses and Seminars

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

GPSY 6203 Clinical Neuropsychology

Spring 2011. Three credits.

Marcel Kinsbourne

This course considers brain-behavior relationships in cognition and emotion. Specific deficits due to localized brain lesions affecting the major domains of perception, memory, language, spatial cognition, and skill are illustrated with data from single-case and group studies, as well as deficits that impact affect, motivation, and social skills. Some conclusions are drawn about how the brain is locally specialized (i.e., modular) and yet generates integrated behavior.

GPSY 6212 Biological Aspects of Childhood Psychopathology

Spring 2011. Three credits.

Marcel Kinsbourne

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

GPSY 6269 Diagnostic Assessment of Children

Spring 2011. Two credits.

Dawn Baird

The purpose of this class is to provide a comprehensive introduction to psychological testing for school age children and adolescents. Students successfully completing the course will demonstrate competency in the administration, scoring and interpretation of tests of intellectual, academic and emotional functioning. Case material will be woven into the seminar in order to introduce aspects of psychodynamic theory as well as cognitive and neuropsychological diagnostic perspectives.

Although this is an introductory course, the emphasis will be on synthesizing results of testing data, clinical observation and collateral information to provide a thorough, child-centered evaluation. A practicum component utilizing videotaping is required.

GPSY 6280 Developmental Psychopathology

Fall 2010. 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 6302 Autobiographical and Collective Memory

Fall 2010. Three credits.

William Hirst

Autobiographical and Collective Memory and Their Contribution of Identity Memories can serve as the foundation upon which identity is built. This claim holds whether one is considering the relation between autobiographical memory and self-construal or the connection between collective memory and collective identity. This seminar will review work on the formation and characteristics of autobiographical and collective memory, investigate their similarity and differences, and explore how they contribute to identity.

GPSY 6306 Childhood In Culture

Fall 2010. Three credits.

Lawrence Hirschfeld

Children don't speak, think, or behave like adults, and are as distinct from adults as the French are from the English; and the English are from North Americans. This course explores the lives of children, the lifespaces they inhabit, and commonly held ideas about children and parenting from a cultural perspective. It treats childhood both as a cultural construction and as a distinctly constructed culture. Topics include: how children in different cultures and historical epochs resemble each other; how children acquire knowledge of the cultures they live in and the knowledge needed to participate in these cultures; the importance of parents in shaping their children's development; how different notions of childhood affect their developmental pathways. Focus is on representations of children and childhood in American culture.

GPSY 6313 Relational Developments in Psychoanalysis

Spring 2011. Three credits.

Jeremy Safran

In recent years there has been a revolution in North American psychoanalysis that has led to a related series of developments collectively referred to as Relational Psychoanalysis. This developing tradition consists of a synthesis of a number of different traditions including American Interpersonal Psychoanalysis, British Object Relations Theory, Self Psychology, Feminist and Postmodern Theory. Some of the key features of Relational Psychoanalysis are as follows: 1) it assumes a two-person psychology (as opposed to a one-person psychology), 2) it is based upon a constructivist epistemology, 3) there is an emphasis on the mutuality of the analytic relationship, 4) there is considerable interest in the role that the analyst's countertransference plays in the analytic process, 5) the classical ideals of analytic anonymity and abstinence have been abandoned, and have been replaced with an emphasis on participation and engagement, and 6) there is an emphasis on the role the analytic relationship itself plays as a change agent (in addition to the roles played by insight and understanding). In this seminar we study the work of key relational thinkers including: Stephen Mitchell, Irwin Hoffman, Jessica Benjamin, Lewis Aron, Jay Greenberg, Jody Davies, Stuart Pizer, Emmanuel Ghent, Philip Bromberg, Charles Spezzano, Thomas Ogden, Adrienne Harris, Owen Renik, Michael Eigen and Donnel Stern. Similarities and differences between these thinkers are examined and the implications of important theoretical shifts for intervention are explored.

GPSY 6314 Political Psychology

Fall 2010. 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 6325 Clinical Applications of Attachment Theory and Research

Spring 2011. 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 alongside contemporary work, applying the Strange Situation Procedure and Adult Attachment Interview methodology in clinical settings.

GPSY 6329 Child, Adolescent and Family Therapy

Spring 2011. Three credits.

Miriam Steele

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

GPSY 6331 Empathy and Anti-social Behavior

Spring 2011. Three credits.

Emanuele Castano

In psychological literature, the label "antisocial behavior" is customarily utilized to define a host of behaviors ranging from theft to bullying to homicide. Antisocial behavior, however, may take other forms as well, notably prejudicial and discriminatory behavior against members of minorities or other "outgroups." Or, worse, actual physical aggression, massacre, genocide. These other forms are investigated within other areas of psychology, notably social psychology, and research findings are published, to a great extent, in different journals than those publishing "traditional" antisocial behavior research. In this course we will challenge this division, and by reviewing these two literatures, we will see how empathy, or lack thereof, offers a common denominator; a vantage point from which we can better understand all these forms of human behavior. Specifically, we will consider the possibility that antisocial behavior is facilitated by low levels of dispositional empathy, but also by social psychological processes that actively curtail empathic reaction to others (us versus them distinction, dehumanization). The discussion of empathy as a thread common to a variety of antisocial behaviors also serves as a bridge between the personality and social psychological literature.

GPSY 6339 Cultural Psychology

Spring 2011. 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 6355 Natural History of the Mind

Fall 2010. Three credits.

Lawrence Hirschfeld

This seminar explores the emerging field of evolutionary psychology. Concerned with the natural history of higher-order cognitive processes, evolutionary psychology approaches the mind as a toolbox of specialized cognitive systems that evolved to meet recurrent problems in the environments inhabited by our ancestors. The seminar pays special attention to those adaptations that enabled human social and cultural life. We will examine a number of questions, including: What was the nature of the physical and social environments in which uniquely human cognitive systems evolved? What continuities are there between human cognition and the cognition of other animals? What contemporary behaviors reveal evolved adaptations? Which do not? What can evolutionary studies tell us about the way our minds are organized? What role does the environment play in the expression of adapted mechanisms? In what ways does evolutionary psychology misuse evolutionary theory?

GPSY 6396 Evidence-Based Treatments

Spring 2011. Three credits.

Jeremy Safran

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 6901 Departmental Seminar

Fall 2010, Spring 2011. One credit per semester.

McWelling Todman

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

E. Substance Abuse

GPSY 6109 Introduction to Substance Abuse Counseling

Fall 2010. Three credits.

Jenifer Francisco

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 2011. Three credits.

Jenifer Francisco

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 2010. Four credits.

Doris Chang, 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 2011. 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 2010. Three credits.

Christopher Christian

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 2010. 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 credit per semester.

Fall 2010: **Herbert Schlesinger, David Shapiro**

Spring 2011: **Herbert Schlesinger, David Shapiro**

GPSY 6351 Clinical Psychology Externship Seminar II

One or two credits per semester.

Fall 2010: **Ali Khadivi, Jeremy Safran**

Spring 2011: **Ali Khadivi, Jeremy Safran**

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 2010. One credit.

Christopher Christian

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

GPSY 6371 Seminar on Ethnicity in Clinical Theory and Practice

Spring 2011. 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 2010, Spring 2011. 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 2010, Spring 2011. One-half credit.

McWelling Todman

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).

212.229.5737

Admission Liaison: SocLiaison@newschool.edu

Administrative Staff

Jesse Sze, Department Senior Secretary

Daniel Sherwood, Student Advisor

Chair

Eiko Ikegami, Professor of Sociology

Department Members

Andrew Arato, Dorothy Hart Hirshon Professor of Political and Social Theory

Carlos Forment, Associate Professor of Sociology

Jeffrey Goldfarb, Michael E. Gellert Professor of Sociology

Elzbieta Matynia, Associate Professor of Liberal Studies and Sociology (on leave 2010–11)

Virag Molnar, Assistant Professor of Sociology

Robin Wagner-Pacifici, Professor of Sociology

Rachel Sherman, Assistant Professor of Sociology

Iddo Tavory, Assistant Professor of Sociology

Terry Williams, Professor of Sociology

Vera Zolberg, Professor of Sociology

Affiliated Faculty

Paolo Carpiagnano, Associate Professor of Media Studies, The New School for General Studies

Jaeho Kang, Assistant Professor of Media and Sociology, The New School for General Studies

James Murtha, Executive Vice President, The New School

McKenzie Wark, Associate Dean of Eugene Lang College The New School for Liberal Arts and Associate Professor of Culture and Media

Aristide Zolberg, Walter A. Eberstadt Professor of Political Science and University in Exile Professor Emeritus

Visiting Faculty

Yoav Peled, Hans Spier Visiting Professor (fall 2009)

Part-Time Faculty

Michael Donnelly, PhD, Birkbeck College, University of London

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.

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

Core Method

GSOC 5101 Foundations of Sociology I: Social Theory

Fall 2010. Three credits.

Andrew Arato

This graduate seminar is a broad introduction to the central ideas and key works of Alexis de Tocqueville, Karl Marx, Émile 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

Spring 2011.

Carlos Forment

This course is meant as 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 dialogue and the debates between social history and the social sciences, particularly historical sociology, the course will trace the main trends in the development of European historiography from historicism to postmodernism. Special attention will be paid to 20th century European historiography and to the different methods of historical research and of writing history. The course will conclude with a review of the most recent trends: the crisis of social history, the postmodern and poststructuralist challenges, the revival of narrative and the fragmentation of the nation, and the new dialogue of history and sociology with anthropology, literature and cultural studies.

GSOC 5006 Ethnographic Field Methods

Fall 2010. 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 to perhaps carry knowledge and expression beyond the immediate workings of the community and into the realm of culture.

GSOC 5111 Qualitative Methods

Spring 2011.

Iddo Tavory

TBD.

A. Sociology of Culture

GSOC 5288 Outsider Art

Fall 2010. 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 displayed 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 strained. This is manifest in the difficulties that arise among art historians, aestheticians, social scientists and policy makers 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 we seek to understand these changes in the meaning of art in two ways. First, we survey recent sociological theories of art, reading texts by Becker, Bourdieu, Geertz, among others. We then examine how these theories 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. Cross-listed with liberal studies GLIB5220.

GSOC 5196 Fundamentals of Sociology of Culture

Fall 2010. Three credits.

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 everyday. 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 culture approach.

GSOC 6011 The Social Construction of Memory

Spring 2011. Three credits.

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.

GSOC 5108 Culture and Inequality

Spring 2011. Three credits.

Virag Molnar

TBD.

GSOC 5106 Youth Culture: Sex, Drugs and Comedy

Spring 2011. Three credits.

Terry Williams

TBD.

GSOC 6038 Advanced Seminar: Sociology of Culture

Spring 2011. 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 space to the notions of meaning, belief, and representation. It raises epistemological issues, pertaining to the possibilities and conditions of a sociological knowledge of the social. This semester, the seminar focuses on the notion of 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.

GSOC 5112 Sociology of Religion and City

Fall 2010. Three credits.

Iddo Tavory, Eiko Ikegami

TBD.

GSOC 5148 The Sociology of Publics

Spring 2011.

Jeffrey Goldfarb

TBD.

B. Comparative and Historical Analysis

GSOC 5109 Sociology of Religion

Spring 2011. Three credits.

Andrew Arato

The course will critically examine some themes in the classics (Feuerbach, Tocqueville, Weber and Durkheim) as well as some new directions in the recent literature (Berger, Casanova, Assad, Gaucher, Rawls and Habermas).

GSOC 6089 Market, Capital, and Culture: An Introduction to Economic Sociology

Fall 2010. 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 to prepare for the field exam in economic sociology.

GSOC 6136 Methods and Cases in Historical Sociology

Fall 2010. Three credits.

Michael Donnelly

This course explores a variety of connections that contemporary researchers have forged between sociology and history. How, on one hand, have historically grounded analyses affected sociological thinking? How, on the other hand, have sociology's structural models and conceptual schemas affected historical practice? There is little treatment of debates in the philosophy of the social sciences. The approach of the course is rather to analyze closely a number of exemplary works in historical sociology, which are chosen to illustrate a wide range of research strategies, theoretical orientations, methodological tools, and substantive themes. While the course will serve as a general introduction to historical methods in sociology, it can also provide students the opportunity to develop their own historically-based research projects.

GSOC 5110 Constitutional Revolutions: Judicial and Political

Fall 2010. Three credits.

Yoav Peled and Andrew Arato

The course will examine real and presumed constitutional revolutions carried out by assemblies, negotiating fora and courts in three different settings marked by three types of political transitions. We will concentrate in particular on post colonial India, neo-liberal Israel and post communist Hungary. In the first a constituent assembly has carried out the task of foundation, while in the second the initial project of producing a written constitution failed entirely. The round table led transformation of the third has only led so far to an interim constitution made quasi-permanent. Yet in all three constitutional or supreme courts have played dramatically important if different roles in constitution making and entrenchment. We will examine the meaning of these differences as well as the striking convergence.

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

Fall 2010. Three credits.

Carlos Forment

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

GHIS 5139 Markets in History: Interdisciplinary Approaches

Spring 2011. Three credits.

Julia Ott

TBD.

GHIS 5161 Emancipation, Catastrophe, Renewal: Jewish History in 20th Century Germany

Fall 2010. Three credits.

Frei Norbert and Tobias Freimüller

TBD.

C. Sociology of Politics

GSOC 5142 Social Class and Subjectivity

Fall 2010. Three credits.

Rachel Sherman

This course will investigate the concept of social class, focusing on particular on the lived experience of class. Drawing primarily on theoretical and ethnographic texts, we will examine topics including class consciousness and action, social reproduction, and the intersection of class with race, gender, and other social identities. We will also examine the relationship of class to work and to lifestyle and consumption.

GSOC 5103 The Arab Israeli Conflict

Fall 2010. Three credits.

Yoav Peled

The course will examine the Arab-Israeli conflict from its origins at the beginning of Zionist settlement in Palestine in the 1880s, to the present. It will focus more on the social and economic processes that have taken place in Palestine/Israel and in the Middle East generally, and less on diplomacy and war. The key issues to be discussed are:

The struggle over land and labor in Palestine/Israel

Zionist/Israeli nation- and state-building efforts

Palestinian resistance and Arab intervention

The broader Middle Eastern context

The role of the super-powers

Globalization, liberalization and the peace process

Failure of the Israeli-Palestinian peace process

Prospects for the future

GSOC 5143 Sociology of Work and Labor

Spring 2011.

Rachel Sherman

This course will address the politics and organization of work during the 20th century and into the 21st. Topics include: historical transformations in work, including industrialization, globalization, and the rise of service, finance, and information technology; labor market issues including migration and discrimination; forms of managerial control and worker consent or resistance; and the role of labor unions and the state in shaping employment and shop-floor relations. We will look closely at manufacturing, service, and finance workplaces, primarily in the U.S. but with a comparative emphasis on Europe. We also cover a number of important theoretical perspectives on work.

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

Fall 2010. Three credits.

Carlos Forment

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

GSOC 5109 Sociology of Religion

Spring 2011. Three credits.

Andrew Arato

The course will critically examine some themes in the classics (Feuerbach, Tocqueville, Weber and Durkheim) as well as some new directions in the recent literature (Berger, Casanova, Assad, Gaucher, Rawls and Habermas).

GSOC 5110 Constitutional Revolutions: Judicial and Political

Fall 2010. Three credits.

Yoav Peled, Andrew Arato

The course will examine real and presumed constitutional revolutions carried out by assemblies, negotiating fora and courts in three different settings marked by three types of political transitions. We will concentrate in particular on post colonial India, neo-liberal Israel and post communist Hungary. In the first a constituent assembly has carried out the task of foundation, while in the second the initial project of producing a written constitution failed entirely. The round table led transformation of the third has only led so far to an interim constitution made quasi-permanent. Yet in all three constitutional or supreme courts have played dramatically important if different roles in constitution making and entrenchment. We will examine the meaning of these differences as well as the striking convergence.

GSOC 5148 The Sociology of Publics

Spring 2011.

Jeffrey Goldfarb

TBD.

D. Urban Sociology

GSOC 5004 Fundamentals of Urban Sociology

Fall 2010.

Virag Molnar

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

GSOC 5030 Seminar as Organic Novel

Fall 2010. Three credits.

Terry Williams

Terry Williams The 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 imaginary 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 the living novel while embracing the unity of science and art through the various ways of understanding reality. Students read from weekly journals about their lived 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 5107 Urban Sociology: Race in America

Spring 2011.

Terry Williams

TBD.

E. Social Thought

GSOC 5198 The Sociology of Erving Goffman

Fall 2010. 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 6098 Sociological Imagination II

Spring 2011.

Eiko Ikegami

This course is connected with the speaker series under Sociological imagination. Sociology represents rich and diverse approaches that shed light on the dynamics of social relations, politics, and culture. Students are expected to attend all lectures given by the guest speakers whose research embodies exciting aspects of sociological imagination.

F. Sociology of Media

Course number unavailable Fundamentals of the Sociology of Media

Spring 2011. Three credits.

Paolo Carpignano

The object of this course is to examine the notions of medium and mediation from different perspectives. For this purpose, the course 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 critically 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.

GSOC 6104 Media and Critical Theory

Spring 2011.

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. This semester, we focus on the relevant works of Walter Benjamin, Theodor Adorno and Siegfried Kracauer. The course will explore their critical analyses of the multi-dimensional development of the various media, and the shift from print to electronic media (radio, film and TV), a shift itself 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 will critically approach substantive 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.

GSOC 5033 Media and Social Theory

Jaeho Kang

This course primarily aims to provide students with a comprehensive introduction to the key contributions of a number of social theorists to the critical understanding of mass communication. The course will examine the relationship between the media and modernity and will analyze the substantive theoretical debates on the development of the media and its impact on the emergence and transformation of modern societies. During the course, we will reexamine some of key issues and concepts in social theories as applied to media phenomena, including the concepts of ideology, hegemony, culture and the public sphere. Cross-listed with Media Studies, NMDS 5241.

GSOC 6077 Televisuality

Fall 2010. Three credits.

Paolo Carpignano

This course surveys the state of television theory by reading major authors and discussing key topics in the field of television criticism. 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.

Course number unavailable Media and Global Mega-Events

Spring 2011.

Jaeho Kang

TBD.

INTERDISCIPLINARY PROGRAMS

COMMITTEE ON HISTORICAL STUDIES

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

The Committee on Historical Studies (CHS) was founded in the mid-1980s by Charles Tilly, Louise Tilly, Aristide Zolberg and Ira Katznelson on the conviction that the social sciences, public discussion of contemporary problems, and policy-making all become richer and more effective when joined with historical analysis; that practicing social scientists who want to work with history should learn to use historians’ standard materials and methods; and that the theories and methods of the social sciences strengthen historical research. These sentiments continue to guide the pedagogical and research programs of historical studies at The New School.

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

212.229.5376

Admission liaison: HistStdLiaison@newschool.edu

Administrative Staff

Jordan Somers, Student Advisor

Chair

Oz Frankel, Associate Professor of History

Committee Members

Elaine Abelson, Associate Professor of History

Laura Auricchio, Assistant Professor of Art History, Parsons The New School for Design

Robin Blackburn, Visiting Professor of History

Federico Finchelstein, Associate Professor of History

Julia Foulkes, Associate Professor and Chair of Social Sciences, The New School for General Studies

Orit Halpern, Assistant Professor of History

Victoria Hattam, Professor of Politics

Joseph Heathcott, Associate Professor of Urban Studies, Eugene Lang College The New School for Liberal Arts

Eiko Ikegami, Chair and Professor of Sociology

James Miller, Professor of Politics and Liberal Studies

Julia Ott, Assistant Professor of History

David Plotke, Professor of Politics

Paul Ross, Visiting Assistant Professor of History, Eugene Lang College The New School for Liberal Arts

Ann-Louise Shapiro, Professor of History, Eugene Lang College The New School for Liberal Arts

Ann Stoler, Willy Brandt Distinguished University Professor of Anthropology and Historical Studies

John M. VanderLippe, Associate Professor of History; Associate Dean for Faculty and Curriculum, The New School for Social Research

Jeremy Varon, Associate Professor of History

Louise Walker, Assistant Professor of History

Benjamin Wurgaft, Postdoctoral Fellow

Neguiv Yavari, Assistant Professor of History, Eugene Lang College The New School for Liberal Arts

Eli Zaretsky, Professor of History

Aristide Zolberg, Walter P. Eberstadt Professor of Politics

Vera Zolberg, Professor of Sociology

Visiting Faculty

Norbert Frei, Theodor Heuss Professor

Tobias Freimüller, Theodor Heuss Lecturer (fall 2010)

Tim Schanetzky, Theodor Heuss Lecturer (spring 2011)

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., room 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 5111 Best and the Brightest: 1960s

Spring 2011

Jeremy Varon

The “long Sixties” (1954-1974) were a period of profound global transformations, driven by a wealth of social movements, political and cultural struggles, and insurgent and insurrectionary logics. The period was also witness to structural changes—technological, institutional, economic—that transcended conventional forms of political agency. This course explores the interplay between subject and structure in accounting for the intensity, breadth, and interconnection of forms of radical contestation. We will explore foundation philosophical and theoretical critiques which helped define the global New Left; challenges to empire through struggles for national liberation; the challenge to bureaucratic rationality in the Communist World; the world of “policy” and elite agency; numerous “local” arenas of struggle; and their implication in international and transnational structures and cultures of dissent. Special focus will be given to the United States, West Germany, France, Mexico, as well as to the domain of culture, broadly defined. Readings will be drawn from across disciplines and include: Marcuse, Katsiaficas, Suri, Klimke, Jameson, Herzog, Joseph, Varon, Ross, and Bourg, as well as period documents.

GHIS 5112 Know Your Red States!

Spring 2011.

Julia Ott

This course 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 is cross-listed with the Eugene Lang College; open to seniors only.

GHIS 5117 Telling the War Story

Spring 2011.

Ann-Louise Shapiro

For Europeans in general, and for scholars in particular, the Great War of 1914-18 was the shaping event of the twentieth century—an event that not only set the frame for future developments but persists in memory to the present. Yet the specific legacies of the war have been understood differently by different kinds of authors writing in different times, in different genres, and within different historiographical frameworks. This course examines various interpretations of the war, seeking to uncover what the war has meant and the implications of these different understandings across time. It asks: How did eye-witness accounts shape the war story? How did the understanding of the war’s legacies change in light of subsequent conflicts, including the Holocaust, the Cold War and the war in Vietnam? What role did novelists and filmmakers play in telling the war story? And how have such popular accounts intersected with those of professional historians? Why and how do particular aspects of the war gain special resonance in different moments? Finally, what is at stake now as the war recedes in time and memory? In addressing these questions, the course uses primary and secondary documents, novels and film to explore the creation and transformation of historical knowledge as new generations make meaning from the past.

GHIS 5119 Iran in Revolution: 1800–Present

Fall 2010. Three credits.

Neguini 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 include Bayat, Bulliet, Goldstone, Khomeini, Moaddel, Mottahedeh, Owen and Skocpol. *Cross-listed as GPOL 5119 and LHS 4514.*

GHIS 5125 America’s Empires: The Historical Perspectives

Spring 2011. Three credits.

Oz Frankel

Empire is a keyword of our time. It has been in great use since the American invasion of Afghanistan and then Iraq—either to celebrate or to castigate US foreign policy—but even before 9/11, thinking of the US 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 US 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 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 US as a model for social relations, political structures, and popular culture. *Cross-listed as GPOL 5125 and LHS 4567.*

GHIS 5129 The Middle East and the West

Fall 2010. Three credits.

John VanderLippe

The first objective of this course is to explore the diplomatic, military, economic and cultural contacts between societies of the Middle East and the West, concentrating on American-Middle East relations in the period since 1945, to explore the broader implications and possibilities of cross-cultural contact and understanding within the context of the global system. The second objective of this course is to examine Western knowledge and views of the societies and culture of the Middle East. Is the acquisition of knowledge about societies and cultures enough to be a true citizen of the world? Should we examine the development of societies according to their own standards, or can we, and should we, compare societies to a set of universal standards of political and economic practice? How do we know that our knowledge of another culture is objective—not biased by our own experiences, expectations and norms? The third objective of this course is to provide a venue in which to examine critically American policy in the Middle East. What have been the underlying assumptions and goals of American policy? How did these develop, and how have they changed over the past 60 years? To what extent does current American policy represent the best in “world citizenship,” and to what extent do existing policies support or contradict stated American objectives in the Middle East? *Cross-listed as GPOL 5129 and LHS 4516.*

GHIS 5133 Politics of Difference

Fall 2010. Three credits.

Aristide Zolberg

Quite unexpectedly, at the dawn of the 21st century, issues of “difference” have emerged in the central political arena of many states, both long-established and post-colonial, with democratic as well as authoritarian regimes, occasionally leading to major conflicts. Many of these 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 occasioned by 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. *Cross-listed as GPOL 6304 and LHS 4507.*

GHIS 5137 Histories of Capitalism from the Edges of the World Economy

Spring 2011.

Louise Walker

This course is about the study of capitalism on the edge of the world economy. We will study the questions that historians have asked about capitalism, and the different ways that they have tried to address these questions. Central issues and research questions include: What does capitalism look like on the edges of the world economy? How did it emerge and change-over-time in different areas? What cultural meanings have been attached to capitalism? What groups have participated (willingly or unwillingly) in capitalist development? How have people struggled against capitalist modes of production and accumulation? How do analyses of capitalism on the periphery add to our understandings of the world economy? How have different generations of historians approached the study of capitalism (and economics more broadly)? We will also examine the major polemics, from debates over analytical frameworks to disagreements over methodology. Finally, we will consider the political and ethical implications of the different interpretations and methods.

GHIS 5140 US and the World

Fall 2010.

David Plotke

This course analyzes and evaluates the distinctive position of the United States in the contemporary world. What are the sources and dynamics of the power of the U.S.? After the economic and political shocks of the 1960s and 1970s, how was the preeminent position of the U.S. established and even expanded in the last three decades?

Almost two decades after the end of the Cold War, debates continue about American power and commitments. Vigorous arguments have emerged about relations between the U.S. and international institutions; the problem of terrorism; and international economic relations. Difficult questions arise about the appropriate uses of American military power, whether for security or humanitarian purposes (Rwanda, Kosovo, Iraq).

To assess contemporary American power we draw on studies of international relations, international political economy, and American politics. And we focus on three theoretical issues. First, what is power, as regards the capacities of states and nations and their relations? Second, what is the meaning of democracy as both an aim and an instrument of U.S. policy? Third, what terms should we use to theorize relations between the U.S. and other countries? Is ‘hegemony’ an appropriate concept for this purpose? Authors include Michael Doyle, Eric Hobsbawm, Samuel Huntington, Paul Kennedy, Robert Keohane, Kenneth Waltz, and Aristide Zolberg.

GHIS 5155 German History since 1870

Spring 2011.

Norbert Frei

“Five Germanys in a lifetime.” Historian Fritz Stern’s much-noted biography encompasses a stunning series of changes in Germany’s political system. The 20th century was witness to the German Empire, the Weimar Republic, the “Third Reich”, two post-war Germanys during the Cold War, and a reunified Germany after 1989/90. This course takes a long view of German history, identifying key caesuras within it, and exploring contending explanations about these radical transformations: from the perspective of state or society, elites or ordinary people, individual or generational experiences, perpetrators or victims, historical reflection or memory?

GHIS 5162 Nazi Morality: The Ethics of Racism

Fall 2010.

Norbert Frei

Almost two decades after the end of the Cold War, debates continue about American power and commitments. Vigorous arguments have emerged about relations between the U.S. and international institutions; the problem of terrorism; and international economic relations. Difficult questions arise about the appropriate uses of American military power, whether for security or humanitarian purposes (Rwanda, Kosovo, Iraq).

GHIS 5163 Writing Contemporary History

Spring 2011.

Norbert Frei

Only two decades ago, “memory” was just an idea, explored, if at all, by cultural historians. In Germany, historians had long sought to distance themselves from so-called “eye-witnesses” to history, who were considered unreliable and potentially apologetic toward their own era and experience. Since the 1990s, however, considerations of memory have grown dramatically. In fact, a “second order historiography” focused on memory threatens to displace history, conventionally understood. This course explores recent trends in historical methods and writing in Germany. In addition, it examines other European countries and how they have approached their pasts in the age of memory.

GHIS 5167 Politics of Violence: A History

Fall 2010.

Federico Finchelstein

This graduate course focuses on recent historical approaches to violence, politics and context in modern and contemporary history with special reference to transnational history. The course approaches these topics from the perspective of Latin American and European history. The seminar also examines the contextual role of symbolic and explicit violence in critical theory from a historical perspective.

GHIS 6105 Market Capital and Culture: Intro to Economic Sociology

Fall 2010. 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 also helps students prepare for the field exam in economic sociology. *Cross-listed as GSOC 6089.*

GHIS 6133 Historiography and Historical Practice

Fall 2010. 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

Spring 2011. Three credits.

Paul M. Ross

Historical Methods and Sources orients students to historical inquiry and equip them to undertake the writing of an MA thesis on a historical topic. The course aims toward three specific learning outcomes: to develop fluency in several current models of historical practice; to develop the practical skills necessary for locating and interpreting primary historical sources; and to compose a proposal for an MA thesis. With these goals in mind, the midterm assignment is a 10 page "document collection" essay requiring students to collect, paraphrase, and contextualize five historical documents gathered from New York City-area 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. (Note: students from other social science or humanities disciplines may write a term paper with a significant historical component in lieu of an MA thesis proposal.) Weekly readings from the instructor's area of expertise (Latin American history) have been chosen to illustrate different genres and approaches in historical practice today. The course is emphatically not intended to be a survey of the historiography of Latin America, and can only offer a limited sample of important trends in the recent historiography of Latin America. Students' written work necessarily deals with topics from their own areas of research, which (in most cases not be 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. The course is open to Lang seniors with the instructor's permission, and can serve as a venue in which senior history concentrators develop their thesis topics. *Cross-listed as GPOL 6134.*

GHIS 6238 War, Revolution and The Popular Front

Spring 2011.

Eli Zaretsky

Between 1933 and 1945 the world divided between fascism and The Popular Front (i.e., the alliance of the Soviet Union, the democracies and much of the colonial world). The results were two-sided. On the positive side, the left was transformed from a set of narrow sects focused on revolution to a broad coalition of democratic forces that created new forms of literature, film and personal relations, reshaped liberal and democratic politics, and invented the democratic welfare state, the United Nations and the modern human rights discourse. But there was a negative side. Even as fascism was destroyed, other forms of authoritarianism triumphed, not only in the Soviet Union but in China, Latin America, Africa and the Middle East. Thus, the Popular Front is the seedbed not only of the cold war but of the post-9/11 world. Exploring its contradictory character, our readings will include works by Ian Kershaw, Sheila Fitzpatrick, Gary Gerstle, Arno Mayer and Francois Furet.

GHIS 6425 The Idea of Revolution

Fall 2010.

Ayse Banu Bargu, Eli Zaretsky

Modernity is characterized by revolutions. Our political landscape and imaginary have been decisively shaped by the experience of the great revolutions in America, France, England, Russia, China, Cuba, Vietnam, Bolivia and Mexico. But what are the ideas, questions, and dilemmas animating these grand transformations? What is the political theory that accompanied these events or their later reception and interpretation? In this course, we are interested in inquiring into the core idea of revolution, its evolution and dissemination, interpretation and critique. We ask what the idea of revolution has achieved, where it has failed, and whether it retains any value today. Readings by Paine, Robespierre, de Tocqueville, Marx, Lenin, Che, Mao, Hannah Arendt, Theda Skocpol, Barrington Moore, Eric Hobsbawm, Christopher Hill, Francois Furet, George Rude, Perry Anderson, among others.

GHIS 6715 Cultures of Documentation

Spring 2011.

Ann Stoler

Documents are cultural artifacts with lives and itineraries of their own. While historians treat documents as the grist of their historiographic labors, they have often neglected to reflect on the content lodged in particular documentary forms. Anthropologists, on the other hand, once steered clear of documents altogether, passively, sometimes aggressively sharing Claude Levi-Strauss contention that ethnology defines itself by the study of "what is not written." Neither of these postures and approaches holds today. Over the last decade there has been an explosion in attention both to visual and written archives, to "paper trails," to "paper empires" and to the latin root of documentation, *docere*, to the "teaching" task that documents perform. In this seminar, we will look at the wide-range of fields and disciplines in which the nature of documents has come into analytic focus and creative question. Our focus will be in part on how documents create the realities which they only ostensibly describe. Principles of organization, systems of storage and retrieval, forms of reproduction, technological innovation—all shape the political forces to which they rise. Documentation can be vital technologies of rule in themselves, the apparatus that shape and permeate our lives. Among the documentary "artefacts of modern knowledge" that we will explore are identity papers, passports, state commissions, as well as letters, diaries, photo albums, electronic record-keeping, and fiction. Readings will include Annalies Riles, *Documents: Artifacts of Modern Knowledge*, Chris Penney, *Camera Indica*, Ann Laura Stoler, *Along the Archival Grain*, Carolyn Steedman, *Dust*, Natalie Davis, *Fiction in the Archives*, Oz Frankel, *States of Inquiry*, Annette Kuhn, *Family Secrets*, Marianne Hirsch, *Family Frames*, Estelle Lau, *Paper Families*.

GHIS 6725 Colonial and Postcolonial Disorder

Fall 2010.

Ann Stoler

Can a history of our contemporary world be written without writing a history of empire? Can one understand the techniques, technologies, and politics of genocide and torture without a history of imperial governance? Can one account for the programs and policies of the European radical right without understanding how racism and state violence has been woven through the fabric of liberal democracy and the distribution of resources in Europe today? Critical studies of colonialism have a deep genealogy, some of which has been acknowledged, some of which has not. Postcolonial studies is only one manifestation of it. Emerging on the Anglo-American academic scene nearly thirty years ago, it has just recently hit the French and Germany academic bookshelves. How have its critical tactics and methods changed? While for some postcolonial studies represents a critical multi-disciplinary assault on how the production of knowledge in multiple disciplines—from philosophy to geography, literature, anthropology and medicine have shaped both the policies and perceptions that underwrote Euro-American domination of nearly three-quarters of the globe's population, for others it has been not only a “safe” site of scholarship but a surprisingly atemporal one. For some it is about a morally outrageous past. For others it demands a “worldliness” and a critique of the present. Its project has been to do more than rewrite the history of colonialisms but to revamp what count as viable questions, and to examine the violence wrought by what once were considered colonialism's benign tools of production; concepts and categories, epistemologies and narrative forms, archives and criteria of evidence. Some of that earlier work focused on colonial situations in the past; some on the postcolonial condition of formerly colonized populations. Often left unaddressed was the relationship between the two. Terms like “colonial legacy” and “colonial vestiges” tell us little about what matters, and what durabilities of imperial relations matter today.

That landscape has radically changed in geographic breadth, temporal scope and political scale. In this seminar, we will look at how colonial pasts bear on people's present options and future possibilities, and for whom and in what way there is a vivid colonial present today. We'll examine the “portability” of colonialisms' conceptual categories—what they have enabled, and in what ways they have been revived. We'll look at the conceptual categories of colonial scholarship and what comfort zones it has produced. We'll look at the sexual politics of empire, at the material and psyche debris that it has left in its wake and at debates about whether a history of Europe and its contemporary racial configurations should or should not be understood as a part of the scarred landscape of empire today. *Crosslisted with GANT 6725.*

GHIS TBA Intellectuals and their Publics in the 20th Century

Fall 2010.

Benjamin Wurgaft

The twentieth century has been called, rightly or wrongly, the era of the “public intellectual.” In this course we will examine the terms “public” and “intellectual” as products of a particular moment in European cultural and intellectual history. The term “public intellectual”—interestingly, American in its origins—has attracted considerable attention while resisting attempts at definition by sociologists, historians and literary critics. For some, the public intellectual represents the triumph of reason in the public sphere; for others, such figures represent the dangerous intervention of philosophers, artists and dreamers in a political world they do not understand. Still others link the public intellectual to the rising importance of the media, popular culture and “pop” sensibilities in academic life. This course will explore all these ideas about the role of the intellectual and society, and others—in the process it will offer a broad survey of twentieth century European and American philosophies of the public sphere. We will also consider the roles played by academics in 20th century European and American public life, and the differences between humanist and natural-scientific “public intellectual” projects. Readings will include Immanuel Kant, Hannah Arendt, Judith Butler, Michel Foucault, Jürgen Habermas, Jean-Paul Sartre, Leo Strauss and Michael Warner.

GHIS 6990 Independent Study

Fall 2010, Spring 2011. 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

Spring 2011. Three credits.

Ellen Freeberg

For PhD students enrolled in courses at other universities in the New York 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.

212.229.2747

Admission liaison: libstdliaison@newschool.edu

Kate Moloney, Department Senior Secretary

Camila Andrade Gripp, Student Advisor

Chair

James Miller, Professor of Political Science and Liberal Studies

Committee Members

Richard J. Bernstein, Vera List Professor of Philosophy

Alice Crary, Associate Professor of Philosophy

Stefania de Kenessey, Dean, Eugene Lang College The New School for Liberal Arts, and Associate Professor of Music

Oz Frankel, Associate Professor of History

Laura Frost, Associate Professor of Literary Studies

Neil Gordon, Professor of Literary Studies

Noah Isenberg, Associate Professor of Literary Studies

Margo Jefferson, Associate Professor, Eugene Lang College The New School for Liberal Arts

Paul Kottman, Assistant Professor of Comparative Literature, Eugene Lang College The New School for Liberal Arts

Elzbieta Matynia, Associate Professor of Liberal Studies and Sociology

Melissa Monroe, PhD, 1989, Stanford University

Jed Perl, MFA, 1974, Brooklyn College Graduate Division

Dominic Pettman, Associate Professor of Culture and Media

Ann Snitow, Senior Lecturer in Liberal Studies

McKenzie Wark, Associate Professor of Culture and Media

Eli Zaretsky, Professor of History

Vera Zolberg, Professor of Sociology

Affiliated Faculty

Robert Boyers, MA, 1965, New York University

Terri Gordon, Assistant Professor, The New School for General Studies

Robert Polito, Director, The New School for General Studies Writing Program

Ernestine Schlant Bradley, Visiting Associate Professor of Humanities

Gina Walker, Associate Professor, The New School for General Studies

Part-Time Faculty

Christopher Hitchens, BA, 1970, Oxford College

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 Inter-marriage
- 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.

At the heart of the experience are two courses. One is an introductory seminar required of all entering students, *Modernity and Its Discontents*. In this course, students are introduced to key themes and texts that can serve as a touchstone for a shared conversation, both inside and outside the classroom.

The other key course is the writing workshop, or proseminar, required of all students as they complete their liberal studies thesis. Outside the class, students are expected to work in consultation with a relevant expert in their area of interest. Inside this class, students are asked to think about the form and style of their writing. Each week, students come together to discuss drafts of work in progress, learn how to offer constructive criticism, and develop an appreciation for inquiry as a collaborative process. After each student has spoken, the instructor, joined some weeks by a different “guest editor” who is a member of the program’s core writing faculty, offers professional advice on how to edit and revise each draft. The goal is to help advanced students develop and project a literary voice of their own—an aspect of intellectual production ignored in other, more conventional graduate programs.

At all times students are encouraged, with the help of an assigned faculty advisor, to explore the resources of the entire New School for Social Research, taking any number of courses in other departments and disciplines. Currently, the school offers unique educational opportunities in social theory and Continental philosophy, among other areas.

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 6315 Modernity and Its Discontents

Fall 2010. Three Credits.

Jim Miller

An introduction to liberal studies at the New School for Social Research, this seminar brings new students and faculty together to explore a variety of themes and texts that epitomize some of the critical concerns of our age. Among the topics discussed are freedom and the problem of progress; human rights; individualism; the end of slavery and the implications of European world domination; new views of human nature; the idea of the avant-garde; and the moral implications of modern war and totalitarianism. Among the authors read are Rousseau, Kant, Goethe, James Madison, Robespierre, Condorcet, Hegel, Marx, Emerson, Nietzsche, Dostoyevsky, Joseph Conrad, Darwin, Freud, Ernst Jünger, Georg Lukács, André Malraux, Jean Améry, Walter Benjamin, Hannah Arendt, and Michel Foucault.

GLIB 5531 The Great War in Narrative Perspective(s)

Spring 2011. Three credits.

Ann-Louise 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 different kinds of 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 eye-witness 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 more popular accounts intersected with those of professional historians? What are the important differences of interpretation that have emerged from different 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 5536 Drama of Opera

Spring 2011. Three credits.

Stefania de Kenessey

Contrary to commonly accepted wisdom, opera was not invented as an essentially musical form but as the recreation of Greek drama, understood to be a perfect synthesis of all the arts (such as poetry, theater, dance, song, instrumental music, painting and architecture). In this course, we examine the evolution of opera from this perspective, tracing its development from Monteverdi’s pioneering *L’Orfeo* (1607) to its music-theater incarnations in the twentieth century with Kurt Weill’s *Threepenny Opera* (1928) and Leonard Bernstein’s *West Side Story* (1955), concluding with contemporary examples of multi-media performance art work. For the final project, students either conduct independent research on a composer, period or related non-Western genre, or write the book and lyrics for a 15-minute opera on a topic of their choice.

GLIB 5891 Dostoevsky’s Brothers Karamazov

Spring 2011. Three credits.

Noah Isenberg

For Fyodor Dostoevsky, real ideas were things felt and not simply thought. This could explain why one might think that a novel like *The Brothers Karamazov*—his last and arguably greatest work—has a philosophical, theological, or ideological value that would lend passion to what one already happens to believe. This course will attempt a close reading of the novel that appreciates but ultimately exceeds its status as a source for social psychology, for theories of carnival and dialogue, Christian dogma, anti-theodicy, ethics, and political philosophy. After their initial encounter with what is, before anything else, a thrilling murder mystery, students will examine the novel’s contexts in a few of Dostoevsky’s shorter works and in his notebooks, alongside secondary readings by Mikhail Bakhtin, Lev Shestov, Robert Bellamy, Joseph Frank, Michael Holquist, Harriet Murav, Caryl Emerson, James Rice, Rene Girard, Emmanuel Levinas, and Gary Saul Morson.

GLIB 5533 Love in the Western World: What Happened?

Fall 2010. Three credits.

Ernestine Schlant-Bradley

In 1940, the French scholar Denis de Rougemont published his monumental study *Love in the Western World*, based on a detailed analysis of the Tristan myth. With this text as background, we will survey a wider terrain, starting with the ancient distinction between Eros and Agape, and surveying a variety of different other modes of love: passion, obsession, jealousy, destructiveness, suffering, transcendence. Among the readings will be Hippolytus by Euripides; poetry by Catullus and Ovid; the letters of Abelard and Heloise; the myth of Tristan and Isolde; the mystical poetry of the Troubadours and of Mechthild of Magdeburg; *Liaisons Dangereuses* by Choderlos de Laclos; *Sufferings of Young Werther* by Goethe; *Madame Bovary* by Flaubert; *Lolita* by Nabokov; *Couples* by John Updike; *Of Love and Other Demons* by Gabriel Garcia Marquez; *The Hours* by Michael Cunningham; *Atomized* by Michel Houellebecq; and two films, *Brokeback Mountain* and *Breaking the Waves*.

GLIB 5529 Evil and Sin in Western Literature

Spring 2011. Three credits.

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 nonliterary authors whose views will inform our discussion of the literary texts. Among the authors 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 5889 Mapping the Human

Fall 2010. Three credits.

Dominic Pettman

This course explores definitions of the human in two intertwined contexts: 1) in an increasingly technological society, and 2) in relation to the (other) animals that we class and dismiss as non-human. What is human? What is /not/ human? These questions have been asked, explicitly and surreptitiously, in different ways and in different

epochs, usually by those who write and act in the human subject's name. As with many slippery categories, we may have difficulty arriving at a solid definition; however, we feel confident that we are in the presence of "humanity" when we see it, or interact with it. The human comes in many conceptual types: ontological, ethical, political, biological,

cultural, etc. It is thus a revealing task to "map" the human on to key texts and sites in contemporary society, in order to better understand the myriad assumptions "we" have inherited from the past. This course is a vigilant questioning of fixed modes of categorization (taxonomy), especially those subliminal binaries we take so much for granted. The syllabus reflects a belief that the /form/, /structure/, /deployment/

and /presence/ of media are as crucial to understanding and reconfiguring "culture" than distanced, would-be objective readings of assumed *content*. Nevertheless, the content of humanity—"the species without qualities"—will be also at issue during our discussions. Works studied include Giorgio Agamben's *The Open: of Man and Animal*; Harold Bloom's *Invention of the Human*; Bruno Latour's *A Collective of Humans and Nonhumans*; plus additional works by Norbert Wiener, Donna Haraway, Glen A. Mazis, Marshall McLuhan, F.T. Marinetti, and Friedrich Kittler.

GLIB 5509 Picasso: Artist of the Twentieth Century

Fall 2010. Three credits.

Jed Perl

Picasso's titanic achievement—as painter, sculptor, and printmaker—reflects nearly every aspect of twentieth-century experience. And a close examination of his art and his 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, living-legend decades 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 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, but he was also 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 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 will 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 will 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 will also visit museums and print collections in order to gain a closer understanding of his technical innovations in painting, printmaking, sculpture, and collage.

GLIB 5882 Rational to Radical Dissent

Fall 2010. Three credits.

Gina Luria Walker

The Protestant demand for the "right to private judgment" places responsibility on individual Christians to interpret the Scriptures according to their own reason. Recent scholarship reveals that heterodox understandings produced by such private interpretations proved to be a pivotal force in the emergence of the freedom to dissent as a value of civil society. This course considers the tangled evolution of the concept of the "right to private judgment" from Martin Luther's defiant insistence on personal spiritual choice through its influence on modern understanding. We consider three historical case studies: the Religious Wars between French Catholics and Huguenots (French Protestants) in sixteenth century France, the consequent invention of the virtual Republic of Letters, and the effects of Huguenot skepticism on early modern liberal thought. We turn to the English Civil War in the next century to trace the effects of religious intolerance in acts of regicide, abolition of the monarchy, and uneasy truces between anarchy and order. Finally, we track the grassroots struggles of late 18th century British Rational Dissenters to cast off their second class status as citizens that led to radical reinterpretations of patriotism (many supported the American colonists' fight for Independence), abolition of the Slave Trade, expansion of the franchise to working class men, and some attention to the "wrongs of women."

GLIB 5536 Virginia Woolf and Modernism

Fall 2010. Three credits.

Laura Frost

This course will focus on Virginia Woolf as a major figure of modernity. Woolf was at the center of British intellectual life and the Bloomsbury Group and revolutionized the literary forms in which she worked. She was also fascinated by the texture of the modern experience; she wrote about the cinema and interior design, published Sigmund Freud, and appeared in *Vogue*. Through close readings of her novels, short stories, book-length political writings, essays, and diary selections, and through broader theoretical discussions, we will examine the aesthetic, political, and cultural implications of Woolf's work. Topics will include modernism's formal innovations, depictions of consciousness, Woolf's responses to war and fascism, and her relationship to the women's movement and feminism.

III. Writing and Criticism

GLIB 5112 Methods of Cultural Criticism

Fall 2010. Three credits.

Christopher Hitchens, Melissa Monroe

A team-taught seminar, this course focuses on the elements that constitute 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, will be under the direction of Ms. Monroe, during which students will read 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 will lead, Mr. Hitchens will analyze 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 5154 The Modernist Imagination

Spring 2011. Three credits.

Robert Boyers

The word modernism has come to stand for a great range of activities and ideas. Early in the twentieth 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 more narrowly, in exclusively aesthetic terms, praising its commitment to formalism, myth and irony as an expression of “values only to be found in art” (Clement Greenberg). However understood, modernism is now widely 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 will examine a variety of primary works (by writers like Thomas Mann, Franz Kafka, T.S. Eliot and Virginia Woolf and artists like Picasso, Duchamp and Jackson Pollock) and a smaller number of critical texts (by Octavio Paz, Clement Greenberg, Lionel Trilling and Susan Sontag). The course will also devote attention to three seminal modernist films: Ingmar Bergman’s *Persona*, Federico Fellini’s *8½* and Jean-Luc Godard’s *The Married Woman*.

GLIB 6301 Proseminar in Writing and Criticism

Spring 2011. Three credits.

Melissa Monroe and Jim 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 collective setting that will help students improve their style of writing and also help 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.

GLIB 6990 Independent Study

Fall 2010, Spring 2010.

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.

GLIB 6992 Practical Curricular Training

Fall 2010, Spring 2011.

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.

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 PUBLIC SCHOLARSHIP

In fall 2010, under the direction of Dr. Arien Mack, Alfred and Monette Marrow Professor of Psychology, the New School is launching the Center for Public Scholarship, which seeks to promote free inquiry and public discussion, bringing the best scholarship in and outside the academy to bear on the critical and contested issues of our times. Our mission is rooted in the earliest history and ideals of The New School.

The Center is intended to serve as an intellectual crossroads between the academy and the public, between the academy and policy-makers, and between disciplines within the academy. The Center is envisioned as a bridge to the many initiatives at The New School consistent with our mission, and will serve as a catalyst for new programs within the university. The Center is supported by Eugene Lang College The New School for Liberal Arts; Parsons The New School for Design; Milano The New School for Urban Policy; The New School for General Studies; and The New School for Social Research, as well as the Provost’s Office.

The Center’s activities are multidimensional, including publication of *Social Research: An International Quarterly*, an award-winning journal published by the New School since 1934; the Social Research conference series, launched in 1988, which engages experts and the public in exploring critical and contested issues of our times as a way of influencing public policy; the Journal Donation Project, a major library assistance program with the mission to create scholarly journal archives in countries which, for political or economic reasons have been unable or unwilling to do so on their own (since 1990; currently working in 35 countries); and Endangered Scholars Worldwide, an activist initiative responding to the wrongful imprisonment of scholars, researchers, and students around the world (since 2008). (You can read more about Social Research and the Journal Donation Project in this catalog, and more about all upcoming projects and events on our website.)

Two Social Research conferences are currently being organized: “From Impunity to Accountability: Road-mapping Africa’s Development in the 21st Century” for the 2010 fall semester and “The Body and the State: How the State Controls and Protects the Body” for the 2011 spring semester.

Center for Public Scholarship
Arien Mack, Director and Alfred and Monette Marrow Professor of Psychology
Cara Schlesinger, Managing Editor of Social Research
Roberta Sutton, Conference and Event Coordinator
80 Fifth Avenue, 7th Floor
New York, NY 10011
Telephone: 212.229.5776 Fax: 212.229.5476
Email: socres@newschool.edu
Website: www.socres.org

CENTER FOR ATTACHMENT RESEARCH

The Center for Attachment Research (CAR) was established in 2004 with the arrival of Miriam Steele and Howard Steele to the Department of Psychology at The New School for Social Research. The center is engaged in the application of attachment theory to clinical and developmental research questions concerning child, parent, and family development. CAR initiatives involve New School for Social Research, Parsons, Lang, and other New School students and faculty, as well as ongoing collaborations with senior consultants and colleagues in New York and internationally.

The Center for Attachment Research is currently engaged in a range of projects. The primary project, supported by funding from—and affiliation with—colleague Anne Murphy at the Early Child Care Center at the Albert Einstein College of Medicine, is an examination of the effectiveness of a Group Attachment Based Intervention (GABI) provided to vulnerable mothers. The immediate goal of the intervention is to enhance maternal sensitivity, improve mothers' mental health, and promote children's social, emotional, and cognitive development, diminishing child behavior problems. Increasing attention is being given to enhancing the mother-child attachment relationship to lower risks of child maltreatment. This study is actively recruiting families to engage in interventions as well to serve as comparisons to families involved in interventions.

Another area of work at CAR is the study and assessment of children's understanding of emotion and their theory of mind. The study relies on a measurement tool developed by the Steeles: the "Affect Task" a cartoon-based assessment of children's ability to recognize and attribute emotion. With the help of a team of master's and doctoral students, data has been collected from school-age children in New York and the tristate area. This aspect of CAR work is closely connected with the Chelsea I Have a Dream after-school program where a cohort of children now in middle school have been followed longitudinally since 2005, supporting the children's learning and contributing to the advancement of child development knowledge.

A third area of interest is the "Body and Attachment" group, which brings together senior clinicians from a range of interests to investigate intergenerational transmission of body representations from mothers to daughters. Initiated by Susie Orbach and Miriam Steele, this group comprises of esteemed colleagues from the Womens' Therapy Center Institute, William Alanson White, and experts in non-verbal communication. Two studies are currently being conducted: one involving mothers and their infant daughters and another involving undergraduate students in a study of the body and objectification.

Other interests of the Center for Attachment Research include the use of video-film feedback as an adjunct to therapeutic work with parents and families. This initiative is supported by an ongoing affiliation with George Downing, a Paris-based clinical psychologist who visits The New School twice annually to lead seminars on video-based psychological treatment. Further work concerns international research and applied efforts to improve the lives of abandoned children typically living in orphanages.

The wide-ranging applications of attachment theory and research across the lifespan, across generations, and around the world are the focus of discussion at the Center for Attachment Research; CAR consults regularly to other institutions using research tools for which it possesses reliable expertise, particularly tools developed by the Steeles, e.g. "The Friends and Family Interview" or the "Reflective-Functioning Rating Scale" as applied to adult attachment interviews.

The Center for Attachment Research relies heavily on the input of students at The New School. Our research team consists of 50 students, including undergraduates at Eugene Lang College and graduate students at The New School for Social Research and Parsons. Students are taken on in an "apprentice" model, where senior students are directly involved in supervision of junior colleagues. Every effort is made to involve all students in the ongoing projects to engage them in the state of the art methodology of the attachment researcher.

Miriam Steele is Director of Clinical Training for the PhD program in Clinical Psychology, and Howard Steele is Director of Graduate Studies in the Psychology Department of The New School for Social Research.

For more information, contact:
Miriam Steele
Center for Attachment Research
80 Fifth Ave., 6th Floor
New York, NY 10003
Telephone: 212.229.5700 x3111
Fax: 212.989.0846
Email: steelem@newschool.edu

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.

For more information, contact:

Jerome Kohn, Director
Hannah Arendt Center
The New School for Social Research
79 Fifth Ave., room 1105
New York, NY 10003
Email: reifn892@newschool.edu or kohnj@newschool.edu

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 *Husserliana*.

For more information, contact:
Professor James Dodd, Department of Philosophy
Husserl Archives in Memory of Alfred Schutz
The New School for Social Research
6 East 16th Street
New York, NY 10003
Telephone: 212.229.5707 x3076
Email: doddj@newschool.edu
Website: www.newschool.edu/gf/phil/husserl/

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.

For more information, contact:
ICMEC
6 East 16th Street
New York, NY 10003
Telephone: 212.229.5399
Fax: 212.989.0504
Email: icmec@newschool.edu
Website: www.newschool.edu/icmec/

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 month 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.

For more information, contact:
Federico Finchelstein, Director
Julia P. Carrillo, Research Assistant
Janey Program in Latin American Studies
The New School for Social Research
6 East 16th Street
New York, NY 10003
Telephone: 212.229.5905
Email: janeyprogram@newschool.edu
Website: www.newschool.edu/gf/centers/programs.htm

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.

For more information, contact:
Arien Mack, Director and Alfred and Monette Marrow Professor of Psychology
80 Fifth Avenue, 7th Floor
New York, NY 10011
Telephone: 212.229.5776 Fax: 212.229.5476
Email: socres@newschool.edu
Website: www.socres.org

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.

For more information, contact:
Schwartz Center for Economic Policy Analysis
6 East 16th Street, 11th floor
New York, NY 10003
Telephone: 212.229.5901 x4911
Fax: 212.229.5903
Email: cepa@newschool.edu
Website: www.newschool.edu/cepa

TRANSREGIONAL CENTER FOR DEMOCRATIC STUDIES

Building on The New School for Social Research's interdisciplinary tradition, the Transregional Center for Democratic Studies, directed by Elzbieta Matynia, Associate Professor of Sociology and Liberal Studies, creates and conducts cross-departmental programs aimed at addressing the pressing new issues and special needs of graduate study and advanced research that have arisen in our globalizing 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 region, as well as those borderlands that both separate and unite regions, as a promising perspective from which to examine the complex relationships 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 issues relating to democracy, identity, culture, and society at the local, national, and, above all, regional level, primarily in the Center's target regions—Central and Eastern Europe; Central Asia and the Caucasus; sub-Saharan Africa; and North America.

Concepts and Concerns: TCDS's initiatives in these 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 work to advance the study of how societies embedded in different cultural and historical contexts pursue their respective debates on—and solutions to—common problems of democratization and diversity, civil society and civic life, and globalization. The Center's programs facilitate collaborative discussion, study, and research. By promoting mutual learning and sharing of intellectual and social experiences, TCDS helps to shorten distances between geographically and culturally distinct regions and peoples.

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.

Programs: Along with annual lecture series and conferences, visiting professorships and collaborative teaching, the TCDS Electronic Learning Network, and the semiannual publication of the TCDS Bulletin, TCDS's flagship projects have been the annual Democracy and Diversity Graduate Summer Institutes held in Krakow, Poland since 1992, and in Cape Town, South Africa, since 1999. In each of these uniquely intensive three-week programs, up to 40 young scholars and civic leaders from around the world engage through discussion and debate in a rigorous quest for a deeper and more textured understanding of the challenges to democracy throughout the contemporary world. Faculty are drawn from The New School and from universities in the host region. Students from The New School for Social Research receive full course credit for two seminars they select from the four offered at each of the institutes. Most importantly, participation has proved to be a deeply transformative experience for many, both personally and professionally. TCDS now has an extensive and active alumni network of over 1500 individuals, active in over 75 countries in the fields of academia, government, and civil society. In the summer of 2009, building on the success of the Krakow Democracy and Diversity Institute from 1992 through 2008, TCDS is moving the institute to Wroclaw, Poland (formerly Breslau, Germany) with an expanded program entitled: "The New World Meets the New Europe." This new institute, located in a city of richly multi-cultural roots in the borderland between Western and Eastern Europe, is designed to facilitate intellectual and experiential insights into a momentous experiment now under way: the peaceful construction of transnational Europe. In an increasingly interdependent world fraught with violent conflicts, wars, and ethnic and religious tensions, it is vital to understand the past and present lessons involved in this extraordinary experiment in transborder—and transregional—institution building.

Partners: TCDS's extensive international partnerships include the International Institute for the Study of Culture and Education in Wroclaw, Poland, the International Cultural Centre (MCK) in Krakow, Poland, and the Institute for Democracy in South Africa (IDASA) in Cape Town, South Africa.

Transregional Center for Democratic Studies

Amy Sodaro, Program Coordinator
The New School for Social Research
80 Fifth Ave., room 517
New York, NY 10011
Telephone: 212.229.5580 x3136
Fax: 212.229.5894
E-mail: tcds@newschool.edu
Website: www.newschool.edu/tcds

UNIVERSITY IN EXILE SCHOLAR-IN-RESIDENCE

In 2009, building on the energy generated by Endangered Scholars Worldwide and in commemoration of the 75th anniversary of the founding of the University in Exile, The New School for Social Research established a University in Exile Rescued Scholar-in-Residence Fellowship. This fellowship provides an endangered scholar with a safe academic home in the United States at The New School and has been made possible by a three-year gift from a member of the New School's board of trustees and by the Scholar Rescue Fund.

For more information or to make a donation please contact:

Arien Mack, Editor and Marrow Professor of Psychology
Social Research
80 Fifth Ave, 7th Floor
New York, NY 10011
Telephone 212.229.5776
Email socraes@newschool.edu

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 co-edited by Andrew Arato, professor of sociology at The New School, and Nadia Urbinati, professor of political science at Columbia University. *Constellations* 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

Editors: Andrew Arato, Andreas Kalyvas, Amy Allen
Managing Editor: Ian Zuckerman
Department of Sociology
The New School for Social Research
6 East 16th Street
New York, NY 10003
Telephone: 212.229.8920
Fax: 212.229.9217
Email: irz1@columbia.edu
Website: www.wiley.com/bw/journal.asp?ref=1351-0487

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.

Department of Philosophy
The New School for Social Research
79 Fifth Ave.
New York, NY 10003
Telephone: 212.229.5735
Fax: 212.807.1669
Email: gfpj@newschool.edu
Website: www.socialresearch.newschool.edu/gf/phil/journal.htm

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

Editors: Jeffrey Goldfarb, Elzbieta Matynia, Vera Zolberg
Managing Editors: Lindsey Freeman, Arun Hsiao, Jeffrey Zimmerman
New School for Social Research
6 East 16th Street
New York, NY 10003
Tel: 212.229.5737
Email: ijpcs@newschool.edu
Website: www.springer.com/journal/10767/edboard

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
Department of Psychology
The New School for Social Research
80 Fifth Ave., room 527
New York, NY 10003
Telephone: 212.229.5426 x4916
Email: nspb@nspb.net
Website: www.nspb.net

SOCIAL RESEARCH: AN INTERNATIONAL QUARTERLY

An award-winning journal, *Social Research: An International Quarterly* has been mapping the landscape of intellectual thought since 1934. Most issues are theme-driven, combining historical analysis, theoretical explanation, and reportage by some of the world's leading scholars and thinkers. Articles cover the social sciences and humanities, thus promoting the interdisciplinary aims that have characterized The New School for Social Research since its inception. Recent issues have focused on such themes as "Happiness," "Migration Politics," "Russia Today," "Collective Memory and Collective Identity," and "Hannah Arendt: Political and Philosophic Perspectives."

The journal's conference series was launched in 1988 by Professor Arien Mack, who has edited *Social Research* since 1970. The conferences, all of which are subsequently published as special issues of the journal, aim to enhance public understanding of critical and contested issues by exploring them in broad historical and cultural contexts. We are currently planning a conference on "The Body and the State." Recently published conference issues have addressed "Limiting Knowledge in a Democracy," "Free Inquiry at Risk: Universities in Dangerous Times," "The Religious-Secular Divide: The U.S. Case," and "Disasters: Recipes and Remedies."

In 2008 Dr. Mack established the Social Research Endangered Scholars Worldwide initiative as a response to the wrongful imprisonment by the Iranian authorities of one of our colleagues (who was also a *Social Research* author). We devote a section of every issue of the journal to publicizing the names of endangered scholars and students around the world, providing information about their plights and the actions that can be taken on their behalf. Each issue describes new cases as well as updates on the scholars whose cases we are tracking. We urge our readers and the public to voice their support for these endangered and imprisoned academics by writing letters and signing (letter templates and petitions are available on our website).

Social Research: An International Quarterly
Arien Mack, Editor; Alfred and Monette Marrow Professor of Psychology
Cara Schlesinger, Managing Editor
80 Fifth Avenue, 7th Floor
New York, NY 10011
Telephone: 212.229.5776 Fax: 212.229.5476
Email: socres@newschool.edu
Website: www.socres.org

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. Extensions 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
72 Fifth Ave., 3rd Floor
New York, NY 10011 USA
Tel: 212.229.5710 or 1.800.523.5411 (toll free in the United States)
Fax: 212.989.7102
Email: socialresearchadmit@newschool.edu
Website: www.newschool.edu/socialresearch
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.

- 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.
- 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.
- 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:

- 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 a 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 US 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 212.229.5710) 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.

FINANCIAL AID

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 readmission for students wishing to be considered for fellowships and special scholarships must be completed by January 15. Applications for readmission 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.

Deferral Policy: The New School for Social Research permits deferral of admission only in very exceptional cases. Admitted students who wish to petition for a deferral must send an e-mail or letter to the Director of Admissions stating why they need to postpone their enrollment. Petitions will be reviewed on a case by case basis.

Admitted students who cannot enroll in the semester for which they are admitted and who are not granted deferrals but wish to enroll at another time must reapply. Application materials are held for one year; formerly admitted students who reapply within that time may re-use transcripts, test scores, and other materials they have already submitted. They must, however, complete a new application form and submit the application fee. They may of course substitute new materials for any materials previously submitted. While previous admission is not a guarantee of admission in a subsequent year, it is often a good indicator of admissibility. Questions on reapplication should be directed to the Office of Admissions.

International Transcripts

All applicants with international transcripts are required to submit an original transcript along with a certified English language translation. Applicants who would like to transfer academic credits earned at non-U.S. institutions are also required to have their transcript(s) evaluated by World Education Services (www.wes.org), our preferred provider, or another member of the National Association of Credit Evaluation Services (NACES). A Course by Course Evaluation Report must be prepared for each transcript. We recommend that you start the evaluation process as early as possible and submit all required documents to WES (or another provider) to ensure the timely completion of your evaluation report. Request that your report be sent to The New School Graduate Programs, Office of Admission, 72 Fifth Avenue, New York, NY 10011. (If you apply online, search for "New School Graduate" when requesting our institution.) If another provider is unable to send the report directly to the school, please collect and send the evaluation report along with a Materials Cover Sheet.

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 submit a Summer Aid Application to the Office of Student Financial Services. 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 will be considered for a renewal of their scholarship awards until they complete relevant coursework for the degree to which they were admitted. Students who do not initially receive tuition scholarships are eligible to apply for them if they subsequently qualify during their course of study. They should apply for institutional aid in accordance with the normal procedures and deadline for continuing students. Financial Aid award letters information may be viewed at any time on My.NewSchool.edu.

For further information contact:

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

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 (BA only)
Federal Supplemental Educational Opportunity Grant (SEOG) (BA only)
Federal Academic Competitiveness Grant (ACG) (BA only)
New York State Tuition Assistance Program (TAP)
New York State Aid for Part-Time Study Program (APTS)
New York State Regents Opportunity Scholarship Program
New School Scholarships

Federal Loan Programs

William D. Ford Direct Student Loan Program
William D. Ford Direct Parent Loan for Undergraduate Students (PLUS) Program (BA only)
William D. Ford Direct Graduate PLUS Program (Grad students only)
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 or disabled parents

Additional Information

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

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. To be eligible for federal assistance, students must not be in default on or owe a refund to any of the federal aid programs. Students interested in applying for the government and institutional financial assistance programs listed above must complete a Free Application for Federal Student Aid (FAFSA) annually. The New School's code is 002780. Students are encouraged to file this form electronically at www.fafsa.gov. Completing and submitting the FAFSA enables Student Financial Services to receive a need analysis report or Student Aid Report (SAR) electronically. Undergraduate 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 Student Aid Report (SAR) allows Student Financial Services to determine a student's eligibility for federal aid programs. The expected student contribution and aid from other sources are subtracted from the student expense budget to determine the individual student's financial need. Thus, a simple expression of the financial aid equation is represented by the following formulation:

Student Expense Budget – Available Resources = Need.

Your student expense budget, also known as your Cost of Attendance (COA), is the foundation on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Academic Competitiveness Grant, Federal Student Loans, Federal Perkins Loans, and Federal Work-Study awards), dictate the expense items that can be included when calculating COA budgets. Allowable expenses for the period of enrollment are tuition and fees, books and supplies, room and board, other personal expenses, transportation costs, and federal loan fees.

Details on tuition, fees, and other educational expenses can be obtained by contacting Student Financial Services or visiting www.newschool.edu/student-services/financialaid.

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 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 on academic performance. 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. 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, Dean's and University 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 Student 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 Student Financial Services. 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 2009–10 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 Lombz, 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 Kardasar Fellowship in honor of five-year-old Abraam Kardasar, who was born in Radchov, Galicia, in 1938 and perished in Radsiechow in 1943.

The Genia Perelmuter Fellowship in honor of two-year-old Genia Perelmuter, who was born in Krzemieniec, 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 Ilse Melamid Fellowship

This fellowship, established with a gift from Alexander Melamid (PhD in economics, 1951, The New School for Social Research) and Ilse 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 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 Heckscher Scholarship

Established in 2000 with a gift from Mrs. August Heckscher, 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 Schürmann Memorial Scholarship Fund

This scholarship, established in memory of Reiner Schürmann, 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.

The Alvin Johnson-University in Exile Memorial Fellowship Fund

In 2009, to commemorate the 75th anniversary of the founding of the University in Exile, The New School for Social Research established the Alvin Johnson-University in Exile Memorial Fellowship Fund for graduate students.

As part of the University's endowment, the Fellowship will provide full tuition and stipend for up to two exceptional German graduate students wishing to study at The New School for Social Research (NSSR). NSSR will partner with contacts in Germany to develop a selection process whereby German students who apply to The New School for Social Research could be nominated for the Fellowship by a German national educational organization. The first awards will be made for the 2010-11 academic year.

For more information, prospective students can contact Robert Kostrzewa, Associate Dean, The New School for Social Research, at kostrzer@newschool.edu.

Dorothy Hart Hirshon Fellowship

Established by the board of trustees of the university in honor of Dorothy Hirshon, chairman of the board from 1980 to 1985, 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

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 help in rescuing Jews during the Holocaust. Candidates apply in their home countries through the following foundations: the Denmark-Amerika Fondet, the League of Finnish-American Studies, the Sverige-Amerika Stiftelsen, and the Norge-Amerika Forening.

Frieda Wunderlich Scholarship

The Frieda Wunderlich Scholarship is awarded to qualified foreign students to assist them in their studies at The New School for Social Research. Students on F-1 or J-1 visas from any foreign country are eligible. Funds are limited and usually supplement other scholarship funds made available to the student.

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 next academic year is expected to be in early October. Further information regarding teaching fellowships is available from The New School for Social Research's Student Academic Affairs office, starting in September.

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.

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.

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 Wroctaw, Poland 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 Student Financial Services 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

Master of Arts (MA)

General Requirements

To be awarded the MA degree, the candidate must have:

- fulfilled the credit and course requirements;
- passed an oral or written examination if required.
- completed a master's project if required.

Special departmental requirements and regulations governing the conferral of the MA degree are described in the appropriate department sections of this catalog and in department handbooks.

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 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 "Term 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 Office of Student Academic Affairs.

*BA/MA students may transfer 12 credits as swing credits.

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 department. 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 or may retake the exam based on the guidelines established specifically by their department. Students who engage in academic dishonesty are subject to dismissal. Refer to the academic calendar for examination dates.

Master of Science (MS)

An MS degree is offered in the Economics department and provides students with more in-depth training than the MA allows. For more information on this 45 credit program, see the department section of this bulletin or the department handbook.

Master of Philosophy (MPhil)

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 (BA/MA)

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, historical studies, 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. Only courses with a grade of B or above may be considered for transfers.

Once a BA/MA student is admitted, they must petition to transfer the 12 swing credits, following the transfer of credit guidelines above.

Credits will not be applied to the master's degree for courses in which the final grade is below a 3.0. In no case will graduate credit be awarded retroactively. Students are expected to continue in the master's degree program following completion of the bachelor's degree program and must meet regular time-to-degree limits. Students are allowed up to two semesters in between finishing their BA and starting their MA. The graduate credits earned at the undergraduate level are included in the five-year time limit for completion of the master's degree program.

Application materials for the New School Bachelor's Program are available from:

Director of Admissions
New School Bachelor's Program
66 West 12th St., room 801
New York, NY 10011
Tel: 212.229.5630
Website: www.newschool.edu/generalstudies

Application materials for the program at Eugene Lang College The New School for Liberal Arts are available from:

Director of Admissions
Eugene Lang College The New School for Liberal Arts
65 West 11th St.
New York, NY 10011
Tel: 212.229.5665
Website: www.newschool.edu/lang

For additional information, see "Degree Requirements and Academic Policies" in this catalog.

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. 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, possibly more stringent, 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, the dean's representative is chosen at the time of the oral examination of the dissertation proposal, and that same individual should serve subsequently at the defense of the dissertation. Dissertation chairs or students defending should contact the office of Student Academic Affairs to facilitate the identification of an appropriate dean's representative.

External Examiners

In certain circumstances, it may be appropriate for a faculty member from 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 the approved dissertation online at www.etsadmin.com/newschool/.

All dissertations are microfilmed and are made available for distribution through Bell and Howell/UMI. For an optional fee of \$45, UMI will apply for copyright of the dissertation in the author's name. Authors are urged to copyright their dissertations to protect 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 and Howell/UMI and the survey of earned doctorate forms have been completed and submitted to the University Registrar's Office.

REGISTRATION

The Office of the Registrar 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. Students should refer to the Registration Information website (www.newschool.edu/reginfo) each semester for detailed registration instructions specific to their school as well as relevant policy information. Students should follow the registration procedures outlined by their school.

Note the following specifics regarding registration procedures:

Exact advising and Web registration dates will be provided by the student's department. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing degree students register in April for the following fall term and in November for the following spring term.

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

Student Financial Services emails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered and will not receive credit for courses not appearing on the schedule. Registration is not complete until payment or payment arrangements have been made.

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

Registration Holds

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

Full-Time and Half-Time Status

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

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

Adding, Dropping, and Withdrawing From Courses

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted to the Office of the Registrar through MyNewSchool or in-person. No course change is effective until this is complete.

There is a financial penalty for dropping classes once the term has begun. (See the University Refund Schedule for more information.)

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 (Not applicable for NSSR students.)

*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. Online courses may have different deadlines; refer to the registrar's website for details.

Attendance in class or completion of course requirements alone does not constitute formal registration and will not make a student eligible to receive credit for 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. Audit registration must be done in person.

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.

Refund Schedule and Policies

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

University Refund Schedule—Degree Students

<i>Courses dropped</i>	<i>% Semester Tuition Charges Refunded</i>
Before semester begins	100%
Within first week of semester	90%
Within second week of semester	80%
Within third week of semester	70%
Within fourth week of semester	60%
After fourth week of semester	No refund

Fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract.

The above percentages will be applied to the number of credits dropped and the tuition will be recalculated based on the new credit load. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Student financial aid may be affected when a student withdraws or drops credits. Students should contact Student Financial Services with questions regarding their account. Failure to complete payment prior to withdrawal does not relieve a student of financial liability.

For students receiving Title IV funds (federal aid) who withdraw officially or unofficially from all classes, refund calculations will be based on the amount of Title IV aid earned and on the amount of time the student was in attendance, using a proportional calculation through 60 percent of the payment period. This calculation has no relationship to the student's institutional charges. The amount of tuition, fees, housing, and meal plan charges assessed will be based on the institutional refund policy.

Degree students who drop all of their courses must maintain status and are obligated to pay the maintenance-of-status fee or withdraw from the program. If the student is entitled to a refund, the maintenance-of-status fee will be deducted from the refund.

Late Registration and Late Payment Fees

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

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

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

Spring Semester: Students registered for the spring semester will be required to make arrangements to pay by January 10. Failure to do so will result in a late payment fee of \$150. Students who register after January 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 assistant dean 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/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.

GRADES AND GRADING

Grade Reporting

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

Numerical values of grades are as follows:

A = 4.0 B+ = 3.3 C+ = 2.3 D = 1.0
A- = 3.7 B = 3.0 C = 2.0 F = 0.0
B- = 2.7 C- = 1.7 WF = 0.0

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

W = Withdraw
I = Temporary incomplete
IE = Incomplete extension
P = Pass (credits count toward degree)
U = Unsatisfactory (credits do not count toward degree)
AP = Approved (non-credit certificate)
N = Permanent incomplete
NA = Not approved (non-credit certificate)
GM = Grade not reported

Grade of W

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

A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grade of WF (not applicable for NSSR students)

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

Grades of Incomplete

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

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

Graduate Students: Work must be completed no later than one year following the end of the class. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” (for Parsons and Mannes graduate students) or “N” (for all other graduate students) by the Office of the Registrar. The grade of “N” does not affect 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. (Those students who need more information about the policy and extra time with incompletes should see the assistant dean.)

Grade-Point Averages

The semester grade-point average is computed by multiplying the number of credits earned in each course by the numerical values associated with the grade received in that course. The grade points for all courses are totaled and then divided by the total number of graded credits attempted, including any failed courses.

The cumulative grade-point average is computed by dividing the total number of grade points earned (quality points) by the total number of graded credits attempted. 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 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 division’s committee on Student Academic Affairs through the Office of 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 Office of the Registrar. This can be done online at <http://my.newschooledu>, or by completing the transcript request form available on the web:

http://www.newschooledu/student-services/registrar/transcript_requests.aspx?s=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 term or cumulative GPA for two consecutive semesters will be subject to dismissal.

In addition, graduate students who do not complete one half of accumulated attempted credits after two consecutive semesters in their program will be subject to probation and will not necessarily be allowed to register for more courses and/or equivalency credits 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, graduate students with a grade of B- or below and undergraduate students with a grade of F or WF in a course are eligible to retake the course and have the original grade removed from the cumulative GPA. Approval will be granted for this up to three times during a single degree program. The initial grade will continue to appear on the transcript but will drop out of the cumulative GPA; the grade earned the second time will be used to compute the GPA. Retaken courses will not count twice toward fulfillment of graduation requirements nor for student loan or New York Tuition Assistance Program (TAP) certification. Students who wish to retake a course should contact their advising or dean's office to learn the proper procedure prior to registration.

Dismissal Notification

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

Dismissal and Degree Conferral

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

Academic Dismissal Appeals

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

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

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

Appeals must contain the following information:

- An explanation of poor performance and/or failure to complete required coursework.
- A description of plans to improve academic performance and/or to complete outstanding work.
- Any other relevant information pertaining to academic history or potential

Academic 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 Student Academic Affairs.
4. The committee will make a recommendation to the dean who, with the assistant dean 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 Student Financial Services with questions about general requirements or personal status.

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

ACADEMIC 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.

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 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 office of academic affairs. The report should include the student's name, the course, semester, notes on conversations with the student, and copies of the relevant plagiarized submission (with problems identified). Questions about the handling of plagiarism cases should be directed to the assistant dean of academic affairs.

The 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 Student Academic Affairs and Scholarships. The assistant dean 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 Student Academic Affairs Committee of The New School for Social Research.

Infraction of standards of academic honesty in a master's or PhD thesis or in a comprehensive examination is an immediately dismissable offense. Departments should report these cases immediately to the Office of Student Academic Affairs for adjudication by an ad hoc committee convened by the assistant dean of academic affairs and conducted 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, and online.

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 PhD status within the same department must fill out a petition. Petitions can be found online.

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

Changes of Department

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

Transferring Credits

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 Office of the Registrar will post approved transfer credit to the student's transcript. Graduate students complete a Transfer of Credit Petition available at the 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.

Leaves of absence for medical reasons require appropriate documentation. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student's eligibility to return.

If unable to return to study as planned, the student must contact their Academic Affairs Officer immediately to request an extension of their leave.

Withdrawal from a Degree Program

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.

*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.

Readmission

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

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

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.

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 numbers are entered on the normal registration form, along with degree or audit courses and/or with the maintenance of status course number. 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.

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 GPA’s above 3.0.

Petitioning to Graduate

Students who intend to graduate must submit a graduation petition form to the Office of the Registrar (through MyNewSchool or by hard copy) and pay the appropriate fee by the dates listed below. The petition must be filed regardless of intent to attend the commencement ceremony:

For January graduation

Prior to October 1	No fee
After October 1	\$20 late fee
After November 1	\$50 late fee

The final deadline to petition is November 15.

For May graduation

Prior to February 15	No fee
After February 15	\$20 late fee
After March 15	\$50 late fee

The final deadline to petition is March 30.

PhD students must pay for the microfilming and binding of their dissertation when they petition to graduate.

The Commencement Ceremony

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

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

Degree Conferral and Issuing of Diplomas

The New School confers degrees in January and May. After all semester grades are received and posted, the student's academic record is evaluated to determine eligibility to graduate. This process takes 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 2009–10. The latest fee schedule can be found on the New School Web site at www.newschool.edu/tuition/09/gf.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	\$1,645
Tuition for non-degree students, per credit	\$1,645
Auditing fee for degree and non-degree students, per credit	\$70
University services fee, per semester (proportionally refunded)	\$100
Divisional fee	\$15
Student Senate fee	\$5
Late registration fee (nonrefundable)	\$150
Late tuition payment fee	\$150
Maintenance-of-status fee, per semester	\$1050
Doctoral dissertation microfilming fee	\$85
Monthly payment plan fee, per annum	\$120

The minimum estimated budget for a full-time student at The New School for Social Research for the 2010–11 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 9 months of living expenses (12 months if summer session courses will be taken).

For the 2010–11 academic year, living and housing costs are approximately \$20,238 for a nine-month period. A single student should budget \$15,260 for room and board, \$920 for books and supplies, \$801 for local transportation, \$1,550 for personal expenses, and \$1,817 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. If students register for the current term after the registration and payment deadlines, they will be charged a late fee. Reenrollment forms are available in the office of Student Academic Affairs.

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. Readmission forms are available in Admission.

BILLING AND REFUNDS

Billing, Payment and Refund Policies

Billing and Payment Information

For registered continuing students, invoices will be sent electronically. An email will be sent to the student's New School email address (@newschool.edu) notifying him or her that the invoice is ready to view through MyNewSchool. The fall invoices are available for viewing in early July with a payment due date of August 10; invoices for the spring semester are available in December with a payment due date of January 10. The invoice contains all current financial aid as of the date of the invoice.

Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) in full, less approved financial aid awards. Degree students may also make payment arrangements with the approval of Student Financial Services at the point of registration.

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

Wire Transfer: For information on how to wire transfer funds to The New School, please sign on to MyNewSchool (click the "Student" tab, then in the "Student Financial Services" channel click "Wire transfer information.").

Students who do not have access to MyNewSchool, please email Student Financial Services for instructions. Only students who have been admitted and deposited can send funds by wire.

Monthly Payment Plan

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

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

Matriculated students taking 6 or more credits per semester and New School for Social Research students maintaining status are eligible.

The plan is interest free and there is a \$55.00 enrollment fee per semester. Payment for the Fall five (5) month plan begins on August 1, and the four (4) month plan begins on September 1. Payment for the Spring five (5) month plan begins on January 1, and the four (4) month plan begins on February 1. Enrollment is through the MyNewSchool log in.

IMPORTANT NOTE: All payment plans are based on per semester charges. Students will need to re-enroll for each subsequent semester in order to continue using the payment plan as an option.

Deferral of Payment for Employer Reimbursement

Students expecting reimbursement from an employer or sponsor may defer payment of tuition and fees by submitting a signed authorization letter on official employer/sponsor letterhead along with the appropriate deferral form(s) as described below. This may be done by mail or fax or in person, but not by email.

The authorization letter must show a current date and must include the student's full name (and, if available, the student's New School ID number), the amount to be reimbursed, the academic term for which the charges will be covered, the signer's address and telephone number, and the specific terms for reimbursement (either contingent on receipt of grades or else billable upon registration; see below). Any portion of charges that the employer has not agreed to pay may not be deferred. Registered degree students may fax the forms (instructions below). Nonmatriculated students must submit the forms with their registration.

A registered degree student must submit the authorization and the deferral form(s) to Student Financial Services by the appropriate payment due date in order to avoid the late payment fee. A nonmatriculated (general credit, noncredit, or certificate) student must submit the authorization and deferral form(s) with his or her registration.

Authorizations letters and forms should be faxed to 212.229.8582; mailed to The New School, attention Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003; or brought in person to the cashiering office at 72 Fifth Avenue. Payment may be made online at my.newschoo.edu by ACH or credit card, or by faxing a credit card authorization along with the deferral form to 212.229.8582. Payment of all charges is the responsibility of the student. The student is liable for any and all deferred charges that the employer does not pay for any reason. The student's liability is not contingent on receiving grades, receiving passing grades, or completing courses. For answers to questions regarding employer reimbursement, email sfs@newschool.edu or call 212.229.8930, option 2.

Terms of Reimbursement

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

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

Deferral for Approved Financial Aid

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

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

Students can view the above-mentioned information at any time on MyNewSchool.edu (Student Financial Services box).

Returned-Check Fee

If for any reason a check does not clear for payment after being deposited, a penalty of \$30 is charged to the student's account. The university cannot presume that the student has withdrawn from classes because the check has not cleared or has been stopped; payment and penalty remain due. Payment for the amount of the returned check and the \$30 returned check fee must be made with cash, a certified bank check, or a money order. Another personal check is not acceptable. A penalty (ten percent of the balance) is charged if payment for a returned check is not received within four weeks. If a second check is returned, all future charges must be paid with cash, a certified bank check, or a money order; personal checks will no longer be accepted.

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 LIFE

New School for Social Research students are a diverse group of adults with many personal and professional responsibilities. Student Academic Affairs coordinates academic events that span departments and provides other services such as academic writing assistance and professional development. The office is also a base for coordinating student activities and interests designed to promote a sense of academic and social community among students. This section briefly describes services provided or coordinated by the office.

Academic Advising

A clear understanding of the academic program and contacts with faculty inside and outside the classroom are essential for successful graduate study. At The New School for Social Research, academic advising takes place in both formal and informal ways: written materials, orientations, individual appointments, informal conversations, and such non-classroom academic forums as student conferences, workshops, and seminars. Faculty advisors serve as academic mentors and are complemented by a peer advising system of departmental student advisors. Student advisors, who are advanced students, assist students in planning their programs of study, offer advice on program requirements, provide information, and meet with prospective students. They also act as liaisons between students and faculty and participate in orientation activities. Students are expected to consult faculty and student advisors at least once during each semester.

Academic Review

Academic review of students' progress toward the degree is one of the most important aspects of advising. The academic review affects whether students are able to register, whether they are eligible for institutional or federal financial aid, and whether they are allowed to continue in their program of study. Academic review is also an important and direct mechanism of communication between the department and the student to inform students of the quality of their academic performance in their department or committee. Academic review is conducted biannually before each semester's registration period.

All students should note that New School for Social Research programs will warn students who fail to demonstrate satisfactory academic progress and will place students on probation based on the policy stated under "Academic Standing and Progress" in this catalog. Students who fail to resolve their probationary status will be dismissed and may choose to appeal a dismissal through the school's Student Academic Affairs committee.

Orientation Activities

Each year Student Academic Affairs in conjunction with the university's Office of Student Development and Activities coordinates orientation activities for new students at The New School for Social Research. An Orientation Guide is mailed to new students in advance of fall and spring semester registration to acquaint them with the university and enable them to schedule events. A separate *Student Handbook* is available from Student Academic Affairs at the start of the academic year.

Fall orientation activities begin during registration week and continue during the first few weeks of the new academic year. Orientation events include meetings about the registration process, financial aid, and student services; panel discussions on graduate study; workshops on building academic communities, teaching, and other professional opportunities and on issues particular to students of color; tours of university facilities and library and computing center orientations; and an orientation for international students focusing on immigration and naturalization issues and international student services. In addition, students are invited to the University Convocation, the President's Reception, and the Dean's Reception for faculty, students, and staff. The school's Student Senate usually schedules an event as well. An orientation meeting is held during the first week of spring semester for new students beginning study at that time.

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
- People in Support of Women in Philosophy
- Union of Political Science Students
- Psychology Student Union
- 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 (GFSS) 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 popular 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.

Graduate Writing Center

The Graduate 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 Graduate 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 student's 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 learn more visit www.newschool.edu/studentsservices.

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/studentsservices.

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 offers 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/studentsservices.

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/studentsservices.

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 works with each student to decide on a plan of treatment that will address these concerns in a reasonable and helpful manner. The Health Education Program offers a variety of health-related workshops and training and outreach programs throughout the university. For more information, visit www.newschool.edu/studentsservices.

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/student-services.

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/student-services.

Diversity Initiative

The University Diversity Committee is being reconstituted and renamed the Diversity and Social Justice Committee. The new name reflects the broadening of our mission beyond encouraging diversity to building structures and promoting interactions that will foster socially fair relationships among different groups. The committee is currently drafting a new mission statement, which will be available on the New School website sometime this fall.

Intercultural Support and HEOP

79 Fifth Avenue, 5th floor
212.229.8996
www.newschool.edu/student-services

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.

Most other university buildings are located nearby. Some research facilities of The New School for Social Research and some administrative offices of the university are located 80 Fifth Avenue (between 13th and 14th Streets). The university Welcome Center (including offices of Admission and Registration) is on the street level at 72 Fifth Avenue. That same building houses the administrative and research facilities of 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 The New School for Liberal Arts. 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 Fisher 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.

MyNewSchool

MyNewSchool is the university's customizable web portal located at <http://my.newschool.edu>. Through a single secure sign-on process, students are able to access their university email account, view and make changes to their student records, participate in online courses, receive personal and campus announcements, explore library resources, and much more. Most student business is transacted online through mynewschool, including registering for classes, verifying financial aid awards, making payment arrangements, and viewing final grades. New students are notified when their mynewschool account has been established.

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 and presentation classrooms
- Advanced Video, Audio, Web and Print Design, 2D and 3D Modeling and Animation, Research and 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, and 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, concerts 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.

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 web site for the Department of Education: <http://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 discloses information about the persistence of undergraduate students pursuing degrees at this institution. This data is made available to all students and prospective students as required by the Student Right to Know Act. During the 2009–2010 academic year, the university reports the “persistence rate” for the year 2007 (i.e., the percentage of all freshmen studying full time in fall 2007 who were still studying full time in the same degree programs in fall 2008). This information can be found under the common data set information. Visit the Office of Institutional Research at www.newschool.edu/admin/oir for more information.

FERPA

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

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

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

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

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

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

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

A student who wishes to ask the university to amend a record should write to the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why, in the student's opinion, it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

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

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

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 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: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC's TDD number is 212.741.3080.

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their Division's Dean Office, their Department Director, or the Office of the Senior Vice-President for Human Resources and Labor Relations, who is the University Disability Official.

Intellectual Property Policy

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

Use of Photographs

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

Statement of Ethical Responsibility for Research Involving Human Subjects

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

Academic Freedom: Free Exchange of Ideas

An abiding commitment to preserving and enhancing freedom of speech, thought, inquiry, and artistic expression is deeply rooted in the history of The New School. The New School was founded in 1919 by scholars responding to a threat to academic freedom in this country. The University in Exile, progenitor of The New School for Social Research, was established in 1933 in response to threats to academic freedom abroad. The bylaws of the institution, adopted when it received its charter from the State of New York in 1934, state that the "principles of academic freedom and responsibility ... have ever been the glory of the New School for Social Research." Since its beginnings The New School, has endeavored to be an educational community in which public as well as scholarly issues are openly discussed and debated, regardless of how controversial or unpopular the views expressed are. From the first, providing such a forum was seen as an integral part of a university's responsibility in a democratic society.

The New School is committed to academic freedom in all forms and for all members of its community. It is equally committed to protecting the right of free speech of all outside individuals authorized to use its facilities or invited to participate in the educational activities of any of the university's schools. A university in any meaningful sense of the term is compromised without unhindered exchanges of ideas, however unpopular, and without the assurance that both the presentation and confrontation of ideas takes place freely and without coercion. Because of its educational role as a forum for public debate, the university is committed to for preserving and securing the conditions that permit the free exchange of ideas to flourish. Faculty members, administrators, staff members, students, and guests are obligated to reflect in their actions a respect for the right of all individuals to speak their views freely and be heard. They must refrain from any action that would cause that right to be abridged. At the same time, the university recognizes that the right of speakers to speak and be heard does not preclude the right of others to express differing points of view. However, this latter right must be exercised in ways that allow speakers to state their position and must not involve any form of intimidation or physical violence.

Beyond the responsibility of individuals for their own actions, members of the New School community share in a collective responsibility for preserving freedom of speech. This collective responsibility entails mutual cooperation in minimizing the possibility that speech will be curtailed, especially when contentious issues are being discussed, and in 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.

ABOUT THE UNIVERSITY

THE DIVISIONS OF THE NEW SCHOOL

OFFICERS OF ADMINISTRATION

Bob Kerrey	President
Tim Marshall	Provost
James Murtha	Executive Vice President and Chief Operating Officer
Frank Barletta	Senior Vice President for Finance and Business
Pam Besnard	Vice President for Development and Alumni Relations
Craig Becker	Vice President and Treasurer
Carol Cantrell	Senior Vice President for Human Resources and Labor Relations
Nancy Donner	Vice President for Communications and External Affairs
Lia Gartner	Vice President for Design, Construction and Facilities Management
Bob Gay	Vice President for Enrollment Management
Roy Moskowitz	General Counsel and Vice President for Legal Affairs
Shelley Reed	Senior Vice President for Information Technology
Linda A. Reimer	Senior Vice President for Student Services
Bryna Sanger	Deputy Provost and Senior Vice President for Academic Affairs
Doris Suarez	Vice President and Secretary of the Corporation

DEANS, DIRECTORS, AND BOARD OF TRUSTEES

For the most up-to-date list, visit www.newschool.edu/administration.html.

The New School for General Studies

66 West 12th Street, New York, NY 10011
212.229.5615, www.newschool.edu/generalstudies

A pioneer of lifelong education in the United States, The New School for General Studies is still a center of innovation today. Its offerings include a bachelor's degree program for returning students, graduate degree programs that integrate theory and practice, and a broad and serious curriculum open to noncredit students. The school offers the following degrees: the BA and BS in Liberal Arts, BFA in Musical Theater (in association with the American Musical and Dramatic Academy), MA and MS in International Affairs, MA in Media Studies, MFA in Creative Writing, and MA in TESOL. The New School offers graduate-level certificates in Documentary Media Studies and Media Management and undergraduate and noncredit certificates in Creative Arts Therapies, English Language Teaching, English as a Second Language, Film Production, and Screenwriting. Accelerated joint bachelor's/master's degree options are available in several graduate programs at the university. The curriculum open to noncredit students includes courses in history, psychology, social sciences, literature, philosophy, film and media studies, fine arts, acting, writing, business, foreign languages, and food studies. The school is also the home of the Vera List Center for Art and Politics.

The New School for Social Research

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

The New School for Social Research is a graduate center for the social sciences and philosophy that began in 1933 as the University in Exile, the legendary haven for European scholars seeking refuge from fascism. Today each department and program excels in its own area of inquiry while promoting dialogue that transcends the concerns of its field. Students participate in interdepartmental courses and multidisciplinary conferences and forums and collaborate with other social scientists, designers and artists, and faculty and students in other parts of The New School. The New School for Social Research awards master's and doctoral degrees in anthropology, economics, philosophy, political science, psychology, and sociology, as well as interdisciplinary master's degrees in historical studies and liberal studies.

THE NEW SCHOOL FOR SOCIAL RESEARCH

6 East 16th Street / New York, NY 10003 / tel 212.229.5710



Parsons The New School for Design

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

Parsons The New School for Design is a degree-granting college of art and design offering professional and liberal education at the undergraduate and graduate levels. The school focuses on critical thinking skills, social engagement, collaborative methods, and global perspective. Parsons graduates are known for their leadership in creative, management, and scholarly areas of art and design. The school was named in 1936 for longtime president Frank Alvah Parsons, who devoted his life to integrating visual art and industrial design. Professional internships, interdisciplinary collaboration, and international study opportunities augment Parsons' undergraduate, graduate, and certificate programs. Parsons offers the following degree programs: BFA or a five-year BA/BFA dual-degree program in Architectural Design, Communication Design, Design and Technology, Fashion Design, Fine Arts, Illustration, Integrated Design, Interior Design, Photography, and Product Design; BBA in Design and Management; BA in Environmental Studies; BS in Environmental Studies and Urban Design; AAS in Fashion Marketing, Fashion Studies, Graphic Design, and Interior Design; MFA in Design and Technology, Fashion Design and Society, Fine Arts, Interior Design, Lighting Design, Photography, and Transdisciplinary Design; MArch; MArch/MFA (dual degree) in Lighting Design; and MA in History of Decorative Arts and Design and Fashion Studies. The following programs are in development: MA Urban Design Studies; MS Design Management, and MS Urban Design Ecologies. Nonmatriculated students of all ages can participate in a variety of programs, such as Summer Intensive Studies (pre-college and college-level), Continuing Education (for adults), and the Parsons Pre-College Academy (certificate programs and general art and design education for young people in grades 4–12).

Eugene Lang College The New School for Liberal Arts

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

Eugene Lang College is The New School's four-year liberal arts college for traditional-age undergraduates. Established in 1985, the school was named in honor of the educational philanthropist and New School trustee Eugene M. Lang. Lang students enjoy the benefits of study in small seminar-style classes and can pursue the BA in the Arts, Culture and Media, Economics, Environmental Studies, Global Studies, History, Interdisciplinary Science, Literary Studies, Philosophy, Psychology, Urban Studies, or Liberal Arts. Liberal Arts majors can complete interdisciplinary programs in Education Studies, Religious Studies, and Social Inquiry; they can also elect a self-designed program of study. In addition, Lang offers a dual-degree program in which students earn a BA from Lang and a BFA from Parsons The New School for Design or The New School for Jazz and Contemporary Music. The college also offers several bachelor's/master's dual degree programs with other divisions at The New School.

Milano The New School for Management and Urban Policy

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

The J.M. Kaplan Center for New York City Affairs was founded in 1964 as the first academic institution in the United States devoted to the study of a single metropolitan area. In 1975, the Kaplan Center evolved into the Robert J. Milano Graduate School of Management and Urban Policy (later renamed Milano The New School for Management and Urban Policy). Today the school trains working professionals for leadership in government, corporations, and nongovernmental and community organizations. Milano's teachers are world-class theorists and working practitioners who use New York City as a training ground and laboratory for their students. The curriculum focuses on urban policy, nonprofit management, and organizational change. Students can earn an MS in Nonprofit Management, Organizational Change Management, or Urban Policy Analysis and Management; a PhD in Public and Urban Policy; or a post-master's certificate in Organizational Development.

Mannes College The New School for Music

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

Mannes is a leading conservatory of classical music that was founded in 1916 by violin and piano duo David Mannes and Clara Damrosch Mannes. It provides professional training for graduate and undergraduate students of music, preparatory instruction for children ages 4 to 18, and classes for adult students at every level of proficiency. At Mannes, a comprehensive curriculum, a faculty of experienced artists, and the resources of an innovative university support students in their quest for virtuosity. Mannes offers the BM, BS, and MM, as well as undergraduate and professional diplomas. Students can major in every classical instrument, orchestral or choral conducting, composition, theory, and voice. The Mannes community comprises students from every corner of the world and instructors at the top of their fields, including performers and conductors from prominent orchestras, ensembles, and opera companies, as well as renowned soloists, composers, and scholars.

The New School for Drama

151 Bank Street, New York, NY 10014

212.229.5150, www.newschool.edu/drama

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop at the university in the 1940s. Today The New School for Drama prepares talented graduate students for lives and careers as performing artists. The school awards the MFA in Acting, Directing, or Playwriting. Students work under the instruction of distinguished theater professionals in small, challenging classes. The three-year program is progressive: Students begin with self-discovery, develop technical skills in the second year, and finish by writing, directing, and acting in productions and developing a business plan. New York City offers Drama students both limitless opportunities to learn through observation and a wealth of career possibilities.

The New School for Jazz and Contemporary Music

55 West 13th Street, fifth floor, New York, NY 10011

212.229.5896, www.newschool.edu/jazz

Established in 1986, The New School for Jazz and Contemporary Music offers talented musicians an opportunity to train with professional artists from New York City's illustrious jazz community. The school's teaching model is based on the tradition of the artist as mentor; students work with accomplished musicians immersed in the history and evolution of jazz, blues, pop, and newer genres. Learning takes place in three environments: the classroom (through instruction in ensemble playing, instrumental music, music history, music theory, and related topics), tutorial instrumental study (through one-on-one sessions with renowned musicians), and master classes (through lectures, performances, and workshops). In these settings, students develop their creative talent while working to meet the high standards set by their instructors. The school awards the BFA; it also offers a five-year dual-degree BA/BFA program in conjunction with Eugene Lang College The New School for Liberal Arts.